

**DEVELOPING ENGLISH WRITING MATERIALS THROUGH WEB BLOG
FOR STUDENTS OF ENGLISH EDUCATION DEPARTMENT**



A Thesis

*Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education Department of
Tarbiyah and Teaching Science Faculty of
UIN Alauddin Makassar*

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Makassar, 12 Oktober 2018



Nur Devitasyari



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ABSTRACT

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This research was aimed at developing English writing materials through web blog for students of English Education Department. There were three objectives that contained in this research. Those objectives were first, to identify the needs of the students which were used to develop web blog based English writing materials and to show the process of developing web blog based English writing materials for students of English Education Department. This research was designed by using development research method with three basic cycles i.e. analysis, design and evaluation. 1) Analysis stage comprised of two parts i.e. analyzing the students' need and analyzing 10 web blog sites that used in the field of education. 2) Design comprised of designing the web blog and designing the teaching materials on the web blog. 3) Evaluation stage comprised of proofreading, expert validation, one to one evaluation and small group evaluation. The research results showed that the students had fair ability in writing components and faced several problems in learning writing. To solve those problems the researcher should develop English writing materials based on the real life topics as well as developed English writing materials based on the students learning preference related to the writing components and the writing learning style that were chosen by the students. So that, the process of this research was begun with the students' problems in learning writing that led the researcher conducted a research to find what was the students really need in learning English writing materials. The research then continued with the three basic cycles of development research method and end with some findings that needed related to the development of English writing materials through web blog. Overall, developing web blog based English writing materials for students of English Education Department at State Islamic University of Alauddin Makassar was needed by the students and was recommended to be used as one of media that could be used in teaching and learning English writing materials.

CHAPTER I

INTRODUCTION

This chapter presents the research background, research focus and description of focus, problem statement, literature review, objectives and significances.

A. *Background*

Web blog is a common medium for people nowadays. The word blog comes from combining the words “web” (World Wide Web) and the word “log” (indicating a regular entry). Therefore, a blog is a website that is updated regularly with a variety of content. Blogging is the act of journaling on a regular basis on the Internet. A blogger is the person posting the main information found on the site (Stock, 2009). The use of web blog has a very close relationship with the development of information and technology.

Web blog as a part of technology allows its users to get the facility in the way of getting certain information that they need to access. In its use, web blog is a media that not only use to share story or to use for reading articles, but also it is used to post articles and to share story or moment by using picture. Web blog and all its features have many benefits that make people able to share their moment just like a wonderful story, hobby, beautiful experience, favorite food, journey, and many others. As Boxer in Pegrum states that some [bloggers] use [the internet] as writing prod. Some use it as a trash can. Some use it like a diary. Some use it like pulpit. Some use it like a drawing pad. Some use it like padded room. Some use it to reach

out. Some use it to reach in. Some use it to get mad. Some use it to get even (Pegrum, 2009).

Web blog users come from various circles ranging from children to adults, from students to professional, even entrepreneurs and photographers also use web blogs with various purposes. Children usually use web blog to write down a simple story just like a fairy tale. Adults usually use web blog to find out an article they may need such as a housewife may look for recipes or a fairy tale story for their children, some of them use web blog for having fun by write down their life story and others. Students may use a web blog to write down an article about their lesson, task, and etc. besides professional may use web blog to write down the result of their research or any article that relate with science. Entrepreneurs may use web blog as an e-commerce media to promote their products besides the photograph use it to show their wonderful picture.

Most the usage of web blog that often encounter is in the form of written materials or articles than images. That is why language skill that closely related to this media is writing. In terms of writing as one of language skills, most of people think that writing is the most complex skill among the other skills that is listening, speaking and reading. The reason is writing never be conducted by one step, but it needs several processes and steps. Writing is a progressive activity. This means when you begin to write something down, you have already been thinking about what you are going to say and how you are going to say it. Then, after you finished writing, you read over what you have written and make changes and corrections (Oshima, et

al., 1997). In Islam, writing is known as a part of teaching and learning process.

Allah says in Al-Alaq/96: 4:

الَّذِي عَلَّمَ بِالْقَلَمِ

"Who has taught (the writing) by the pen [the first person to write was Prophet Idrees (Enoch)]"

Mostly, people who learn language especially English think that writing is the most difficult skill among the other skills. It is because after receiving an input by listening and reading, the students should manufacture the output by speaking and writing. Whereas, it is not easy to get a good result of writing because the writers should provide correct grammar, spelling and punctuation in their writing. Furthermore, good writers go through six basic steps they are assessing the assignment, generating ideas, organizing your ideas, writing the first draft, rewriting and writing the final draft (Broadman & Jia, 2002).

Nowadays, as technology develops, English Education Department at State Islamic University of Alauddin Makassar is also not missing the use of technology as one of teaching methods such as the use of web blog. However, the use of web blog is still in minimal rate. The use of web blog in terms of writing is still rarely encountered, whereas, web blog has the potential to support the development of students' writing skills. Specially, in English Education Department at State Islamic University of Alauddin Makassar, writing is one of the subjects of English lessons. So, each student is expected not only to write clearly and coherently but also to write by using correct grammar, correct spelling, and correct punctuation. Therefore, to

fulfill the expectation, some students face problems when they are begun to write their English materials.

Some students of English Education Department think that the hardest thing of writing is deciding what you are going to say, and it is also about the grammar whether it is correct or not. Besides that, some students are lack in motivation and lack in interest to commit writing. In the other side, some students think that writing materials are more interesting by typing. They think that it will be easier by typing than writing them down in a piece of paper, but sometimes teacher does not allow it for the plagiarism reason. All the information were collected from three students of English Education Department by interviewing them before conducted this research. In today's complex, high-technology world, the importance of writing as a fundamental organizing objective of education is no less valid or practical. Writing properly understood, is thought on paper. Increasingly, in the information age, it is also thought on screen, a richly elaborated, logically connected amalgam of ideas, words, themes, images, and multimedia designs (DeVoss, Eidman-Aadah, & Hicks, 2010).

The students may finish their writing correctly after conducting several processes, but then the students who want to publish their writing have problem and are confused how they publish it. Some of them try to publish in social media such as Facebook, Instagram, etc., but it is not too effective for them because of social media such as *Facebook* just a place for having fun that contains a short news. In the other side, students need to publish their writing, and it does not only contain for one or

two paragraphs, but they need a medium to publish their writing that enables to contain more than two paragraphs like an article. The appearance of *Microsoft Word* really helps students who like anything related to the technology. It helps students who are more like typing than writing, but fortunately it is only for typing not for publishing. Students need a medium which makes them able to write and publish their writing at the same time. Furthermore, it is easily accessed so that the readers or other people are able to access and to read it easily.

It is not only because the need of the students to publish their writing but more than that nowadays is a technology era. The researcher think, especially for teaching English, people need new thing, as narrated by the writing lecture who is interviewed before this research begin that writing with conventional methods tends to be done often. Things which are often to be found makes people get bored quickly, things that make a person bored will make the person's motivation to lose, especially students' learning motivation. The researcher point of view, the students should take advantages in terms of education related to their high level usage of smartphone, laptop and the other kinds of technology.

Based on the problems above, the researcher takes out a media as a place for students to publish their writing and also to increase students' writing achievement by taking more advantages of their smartphone, laptop and the other kinds of technology in terms of education. Thus, the students will write easily by using the web blog media. There are lots of web blog sites that use in the field of education nowadays, as the researcher analyze 10 web blog sites that use in the field of

education, the researcher find that the development of new web blog which appropriate with the students of English Education Department needs should be provided. That is not because the previous web blog does not good enough to be used as the web blog reference instead it is because the researcher does not find any of those web blog which use to teach writing and provide materials based on the students' need. Hence, the researcher means to produce English writing materials by using web blog.

B. Research Focus and Description of Focus

The focus of this research was limited to the needs of the students which were used to develop web blog based English writing materials and the process of developing the web blog based English writing materials for students of English Education Department at State Islamic University of Alauddin Makassar.

C. Problem Statements

Based on the background explanation above, the researcher formulates the problem statements as follows:

1. What are the students of English Education Department needs in developing web blog based English writing materials?
2. How to develop web blog based English writing materials for students of English Education Department?

D. Literature Review

In this part, the researcher wrote down some previous related research findings. Those researches were:

1. Zhang with the title *The Application of Blog in English Writing* aimed to introduce the blogging phenomenon and the effectiveness of using blog exchanges for English writing. The thesis pointed out that the blog was an effective tool for students to improve English writing on the basis of the general observation of features and its application in education (Zhang, 2009).
2. Artvianti with the title *The Use of Classroom Blog in Teaching Writing to Junior High School Students* focused on the investigation of the implementation of classroom blog in teaching writing to the second graders in one of public schools in Bandung. The strengths and challenges faced by the students in using classroom blog as a learning tool to write are also described. The thesis found that the use of classroom blog created positive effects to the students' writing fluently (Artvianti, 2013).
3. Aydin with the title *The Use of Blogs in Learning English as a Foreign Language* focused on first introduces blogs and a theoretical framework for the use of blogs within the borders of the constructivist approach. Then, in accordance with the studies reviewed, the research was divided into the following five sections: effects on (1) the awareness of the target culture, (2) interaction and communication, (3) basic language skills, (4) learners'

motivation, perceptions and attitudes, and (5) autonomous learning. This thesis had several findings that were; first, blogging as a language learning strategy made significant contributions to enhance learners' cultural knowledge and cultural awareness about the target society. In addition, the use of blogs enhanced learners' cultural interactions, competencies and exchanges. Second, blogging played an important role in developing learners' interactions and communications in the target language. Third, blogs were effective tools for developing speaking, reading and writing skills (Aydin, 2014).

4. Yaumi with the title *Pengembangan Bahan Ajar English for Specific Purpose Berbasis TIK* aimed to determine the type of instructional materials used in English language instruction developed English for Specific Purpose materials that integrated ICT, and assessed the effectiveness of instruction by using ICT-based instructional materials as well as the traditional instruction. The thesis found that ESP materials used in UIN Alauddin looked traditional, and they were focused more in using textbook, white board, and face to face interaction. ICT based instruction had been developed systematically and revised based on recommendation, and the use of ICT based instruction was more effective than the one with printed materials (Yaumi, 2017).

Those previous research had several similarities and differences with the researcher's research. The similarities were most of the previous research use web blog as learning medium and writing as learning skill. Meanwhile the differences of

those previous researches with the researcher's research were most of them used qualitative method only while the researcher took both qualitative and quantitative method to be used on this research. Besides Artvianti in her research used speaking skill meanwhile the researcher was used writing skill. Moreover in Yaumi's research talked about the use of information and communication technologies (ICT) in general while the researcher took one type of information, communication and technologies (ICT) that was web blog.

E. *Objectives and Significances*

1. Objectives

This research aimed at developing English writing materials through web blog with specific objectives as follows:

- a. To identify the needs of the English Education Department students which were used to develop web blog based English writing materials.
- b. To show the process of developing web blog based English writing materials for students of English Education Department.

2. Significances

- a. Practical Significance

- 1) Significance for the students

Web blog was able to be used of the students as a source of learning English writing materials for the students of English Education Department at State Islamic University of Alauddin Makassar.

2) Significance for the teachers

Web blog was able to be used of the teachers as a media and source of teaching English writing materials for the students of English Education Department at State Islamic University of Alauddin Makassar. Besides, the result of this research was hoped to be useful information or as reference for English teachers in using interesting way to increase writing performance of the students.

3) Significance for the other researcher

By this research, the researcher expects that this research would contain useful information for the other researcher who conducted a same theme of research, and also this research was expected to help and to give information for the other researcher who wanted to continue this research in the future.



CHAPTER II

THEORETICAL FRAMEWORK

In this chapter, the researcher presents the discussions of English writing, material development, web blog and conceptual framework.

A. *English Writing*

In the broadest perspective, writing as a productive skill in the process of foreign language learning can be considered as a process and a product in which both bodily and intellectual elements play a considerable role (Linse & Nunan, 2006). Writing is a process of discovery, focusing of not only final product but also the processes such as thinking, drafting and reviewing (Özdemir & Aydın, 2015).

The process that piece of writing is created through the process of planning, drafting, revising, and editing. At American colleges and universities, students are asked to write for several different purposes. Some common purposes are; to compare or contrast two topics, to argue for a solution to a problem, to describe a project, to summarize information and to report on a laboratory experiment or research. Good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied. Writing is a continuous process of thinking and organizing, rethinking and reorganizing (Broadman & Jia, 2002).

B. *Materials Development*

Tomlinson in Nurpahmi stated that material development refers to anything which is done by writers, teachers or learners to provide sources of language input and exploit those sources in ways which maximize the likelihood of intake: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning (Nurpahmi, 2014). Tomlinson further explained that materials development is both a field of study and a practical undertaking. As a field, it studies the principles and procedures of the designed, implementation and evaluation of language teaching materials. As a practical undertaking, it refers to anything which is done by writers, teacher or learners to provide source of language input, to exploit those source in ways which maximize the likelihood of intake and to stimulate purposeful output. Materials developers might write textbooks, tell stories, bring advertisements into the classroom, express an opinion, provide samples of language use or read a poem aloud (Tomlinson, 2011).

C. *Web Blog*

A weblog (or blog) is a web-based space for writing where all the writing and editing of information is managed through a web browser and is immediately and publicly available on the Internet (Zhang, 2009). As a result of latest developments in the technology that created an integration of writing into computers, this approach is reinforced by providing both collaborative writing opportunities and skill

development using computer-based programs. In this sense, Web 2.0 tools such as wikis, blogs and podcasts may bring learners great opportunities for collaborating each other during the writing process (Özdemir & Aydın, 2015).

A weblog (or 'blog') can be thought of as an online journal that an individual can continuously update with his or her own words, ideas, and thoughts through software that enables one easily do so. Unlike a standard website, weblog entries are made by typing directly into the browser and with the click of a button are instantly published on the internet. All basic document formatting, like spacing, bold, italics, underline, and creating links, requires no knowledge of HTML or FTP (File Transfer Protocol), so that anyone who can type, copy, and paste can create and maintain a weblog” (Campbell, 2003). Blogs can be effectively integrated into the “broader professional context” which includes an understanding of learner needs, the educational setting, available resources, syllabus, and teaching learning goals (McDonough & Shaw, 1993).

D. Conceptual Framework

The concept which supported this research could be shown logical clear relationship as follows:

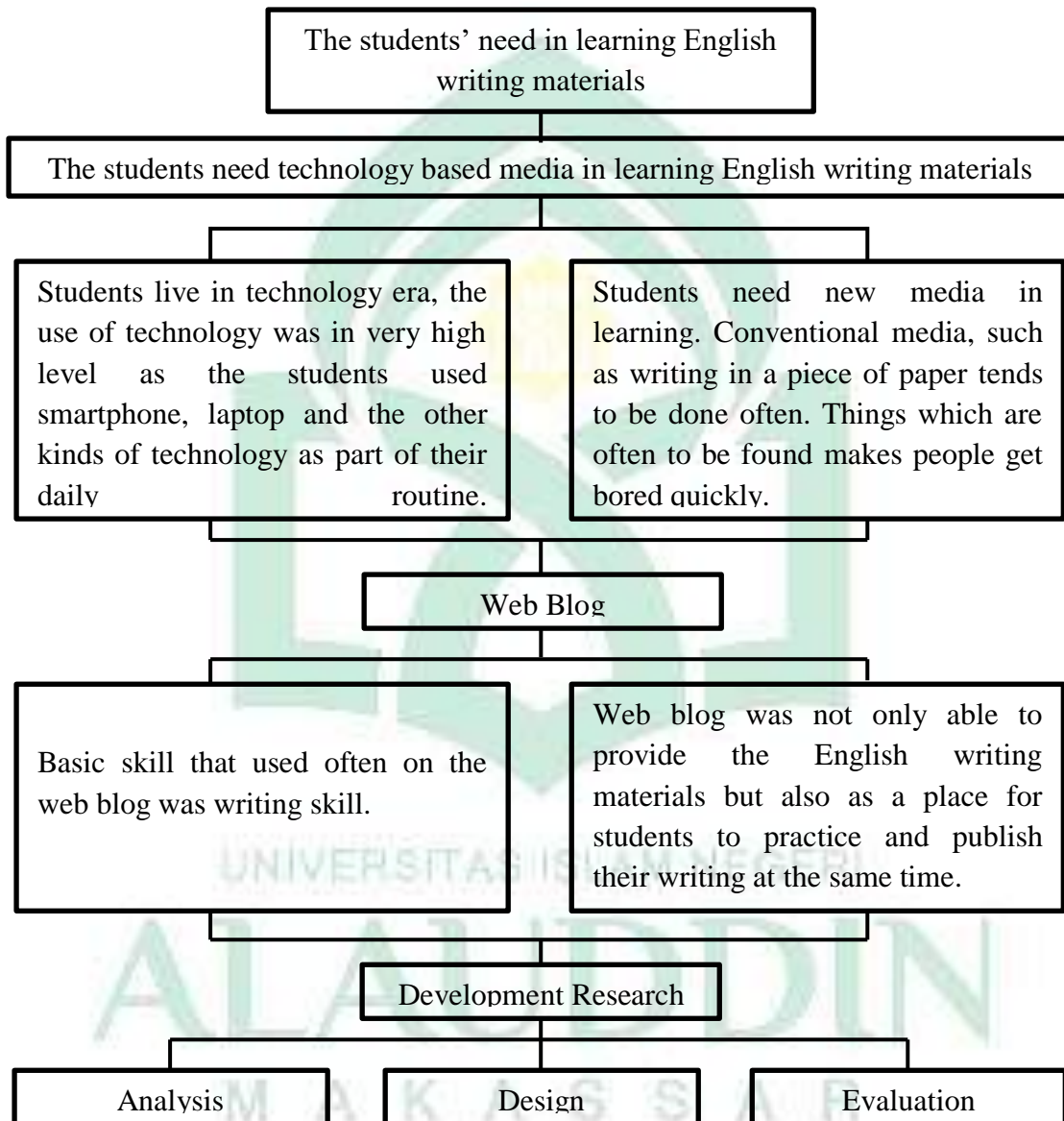


Figure 2.1 *Conceptual Framework Designs*

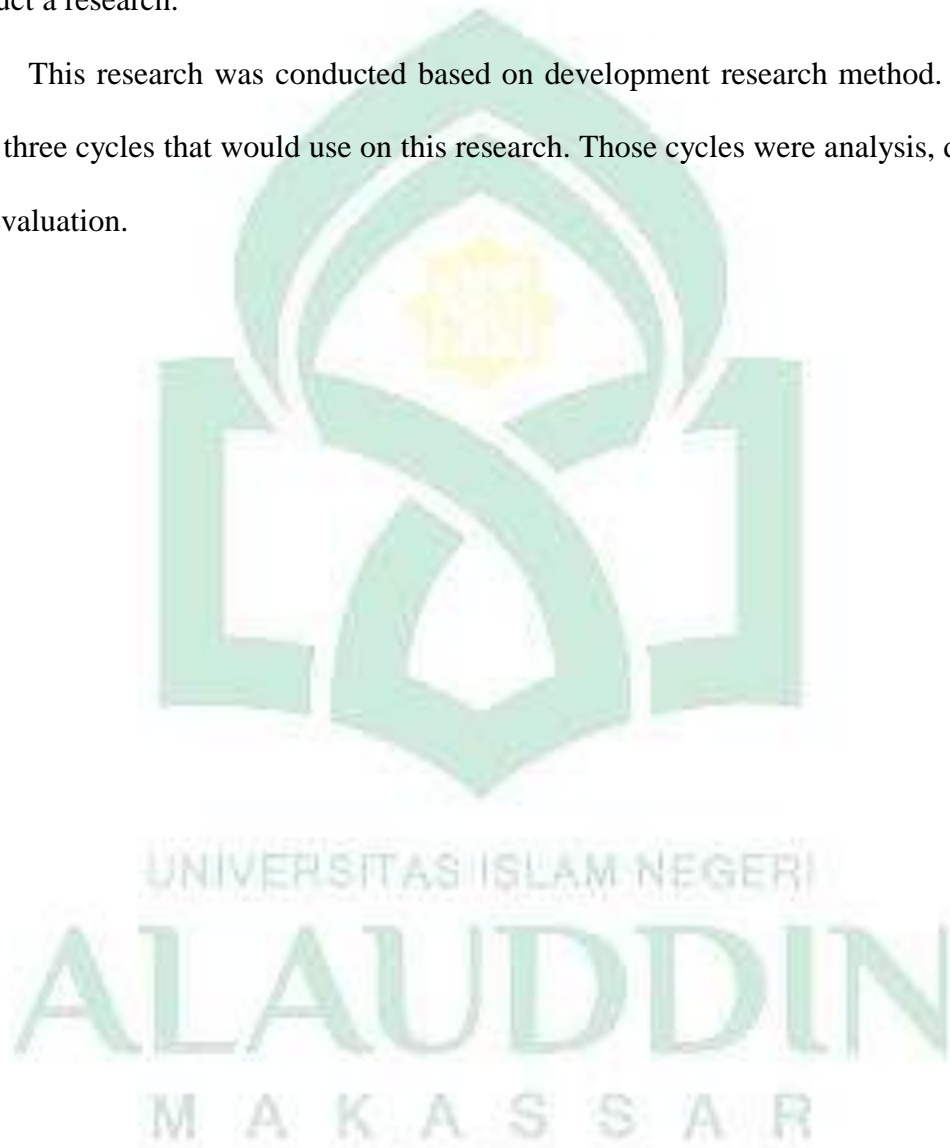
As the students of English Education Department were at the level of saturation in learning English writing so students were needed new innovations in learning. The researcher assumed that the students tend to need a new technology based media as a new innovation for them in learning English writing materials. The reason was students live in technology era, so the usage of technology was in very high level. There was no day without using technology such smartphone, laptop and the others. Spending much time with technology had already a daily routing for people nowadays include the students of English Education Department. Besides that, learning saturation became one of the main reasons that lead the researcher to find a way to increase the students' motivation in learning English writing materials.

The researcher thought that the students need new technology based media to solve the students' learning saturation. That because conventional media such as writing in a piece of paper tends to be done often. Things which are often to be found makes people get bored quickly. It did not rule out the possibility of using the technology and information in terms of education such as the utilization of web blog in writing subject.

The reasons of the web blog usage were basic skill that was often encounter on the web blog was writing. The article or even a materials that was found on the web blog was made firstly by writing, so web blog had a high relation and possibility to help in increase the students' writing ability as its usage that needed writing process. Besides that, the other reason for the researcher in choosing web blog as a technology based media that would be used in the learning process was web blog not

only able to provide the English writing materials that needed but also as a place for students to practice and publish their writing at the same time. With the aim of facilitating the web blog usage in the field of education the researcher need to conduct a research.

This research was conducted based on development research method. There were three cycles that would use on this research. Those cycles were analysis, design and evaluation.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher presents the discussions of the research types and location, research subjects, research approach, data resources and method of data collection.

A. Research Types, Location and Subjects

1. Research Types

This research was designed by using development research. Akker defined development research by its twofold purpose: (i) supporting the development of prototypical products (including providing empirical evidence for their effectiveness), and (ii) generating methodological directions for the design and evaluation of such products (Van Den Akker & Plomp, 1993).

2. Research Location

This research was conducted in the students' classroom of English Education Department intake 2015/2016 academic year. This research was also conducted outside the classroom as the use of web blog was able to be accessed anywhere and anytime.

3. Research Subjects

The subject of this research were students of English Education Department at State Islamic University of Alauddin Makassar, academic year 2015/2016 which consisted of two classes, they were: students of English Education Department I&2 and students of English Education Department 3&4. In this research, the researcher only used students of English Education Department 1&2.

Table 3.1 *List of Students Total Number of English Education Department in Academic Year 2015/2016*

No.	Class	Total Number
1.	PBI 1&2	37
2.	PBI 3&4	38
Total		75

The subject that was taken from the students of English Education Department 1&2 were about 15 persons. There were 4 of the 15 students that were interviewed in measuring the students' need. Besides, need analysis and effectiveness of media questionnaires were given to all the 15 subjects. The researcher decided to take these students because the researcher thought that the students had enough abilities and knowledge in English writing materials as they had been passed through the level 1 and 2 of writing lessons. Using level 3 of writing lessons were intended to make the students easier in the learning and research process in developing English writing materials through web blog.

B. *Research Approach*

This research was using development research as the research method. Akker in Kahruddin state that development research was aimed at describing the decision making process during the development of a product/program in order to improve the product/program being developed and the developers' capabilities to create things of this kind in future situations (Andi & Arafah, 2017). In development research, formative evaluation act as the key activity. The main reason for this central role was that formative evaluation provided the information that fed the cyclic learning process of developers during the subsequent loops of a design and development trajectory. It is most useful when fully integrated in a cycle of analysis, design, evaluation, revision, et cetera, and when contributing to improvement of the intervention (Van Den Akker, Branch, Gustafson, Nieveen, & Plomp, 2012). So that, the researcher would use three basic cycles of development research, those cycles were analysis, design and evaluation. Akker explain further about what were analysis, design and evaluation stages meaning that could be seen as follows:

1. Analysis

Analysis or gap closure stage in the curriculum domain was conducted to understand how to target a design. Good analysis made use of inputs such as creativity, inspiring examples and a systematic approach. Once completed, the analysis findings usually offer guidelines for design that target the closure of one or more gaps between the intended, implemented and attained curricula. These guidelines took the form of design specification that would shape curricular products

such as: standards descriptions; textbooks; learner toolkits, etc. In some case, the guidelines also shaped the development process (Van den Akker, Gravemeijer, McKenney, & Nieveen, 2006).

Analysis in this research was limited on analysis through the students' need and analysis through 10 web blog sites that used before in the field of education. The students' need analysis were intended to determine the materials that would be put on the web blog so that the materials would be appropriate with what the students really wanted and needed. Besides, analysis through 10 web blog sites that used before in the field of education were intended as a web blog design reference to measure all the web blog feature that were needed as well as the arrangement of materials on the web blog.

2. Design

In earlier iterations, the product of the design stage might be initial prototype that globally demonstrated the nature of the design. As the development continues, prototypes might be partially or even completely elaborated. Prototyping had traditionally been associated with engineering and was a well-proven method for solving real problems. Over time, this approach had spread to other arenas that applied a systematic approach to problem-solving and design, including education. At the conclusion of a design cycle, a product's stage of development (global, partial or complete prototype) influences the kind of formative evaluation activities that may take place (Van den Akker et al., 2006).

In this research, the part of design or prototyping stage would be limited only on designing the web blog and designing the teaching material on the web blog. Designing the web blog contained the explanation about the process that the researcher took to develop the web blog and what features that involved on the web blog. Meanwhile, designing the teaching material on the web blog contained explanation about what inside the teaching materials page such as the materials navigation, links, and the others that might involve in materials page on the web blog.

3. Evaluation

Evaluation that involved in this research was formative evaluation. Formative evaluation or trade-offs stage was performed to improve (instead of prove) the quality of prototypes. Depending on the stage of development (global, partial or complete), evaluation approaches may include: developer screening; expert review; micro evaluation; and/or classroom try-outs (Van den Akker et al., 2006). In this research, related to the formative evaluation usage, the researcher conducted expert review/validation, one-to-one evaluation, and small group evaluation. Field test would not be conducted in this research this was due to the limitation of time and fund.

In addition, before conducted expert validation the researcher should be involved proofreaders. Yaumi explained that involving proofreader in the formative evaluation steps was aimed at voiding technical mistakes on the web blog. Furthermore, he mentioned that involving proofreaders in formative evaluation was

called limited consideration. Limited consideration is an overview of the overall systems' components that the developers undertake by involving colleagues and those who are thought capable to assess the technical mistakes as proofreaders (Yaumi, 2013).

C. Data Resources

Data resources were collected from interviews and questionnaires. Interviews were conducted to three lectures of English Education Department, two stakeholders or graduates and four students while questionnaires were given to two experts validation of web blog and to 15 students. Interviews that were given to the lectures and stakeholders or graduates were aimed at helping the researcher by giving the information that the researcher need related to students' need. Meanwhile, interviews that were given to the students were aimed at measuring the students' need. Besides that, questionnaires that were given to both experts to validate the web blog were aimed at validating the web blog quality while questionnaires that were given to the 15 students were aimed as additional data in measuring the students' need.

D. Method of Data Collection

The methods of data collection were conducted by interview and questionnaire. In the beginning of this research, the researcher conducted interviews and gave questionnaires to the lectures, stakeholders or graduates and the students. Then after that the researcher processed the data that were collected to examine the teaching materials that would be put on the web blog. After the materials were ready

to put on the web blog, the researcher then develop the web blog and post all the features that needed such as menus, tutorials of using the web blog, the general explanation about what students would do on the web blog page, the materials of the web blog, and many more.

If the web blog was ready to use, the researcher gave the site of the web blog to the both of proofreader that the researcher chose to assess the language features on the web blog, this was aimed at avoiding grammatical errors and inappropriate words which was used on the web blog. The next steps were the researcher gave validity questionnaire sheets to the two experts to assess the weakness of the web blog. By the comments and suggestions that were given by the experts, the researcher revised and applied the web blog and used it in teaching and learning process of students in English Education Department. The web blog was able to be implemented if the web blog had been valid. Applying the web blog for students of English Education Department was conducted by implementing one-to-one evaluation and small group evaluation. The students would be given questionnaires after the research processes complete to gain another data about the effectiveness of the web blog.

E. *Research Instruments*

The data collected through the test analyzed by using quantitative and qualitative analysis. So that, the researcher should use compatible instruments which would espouse the analyzing of the data that was gained quantitatively and qualitatively. Those instruments were interview and questionnaire.

1. Interviews

In conducting interviews, the researcher interviewed four students with aimed at measuring the students' need and three lectures of English Education Department and two stakeholder interviewed with aimed at helping the researcher by giving the information that the researcher need related to the students' need.

2. Questionnaires

In this research, questionnaires were given to both students and experts. The questionnaires that were given to the students before the treatment were aimed at analyzing the students' need. Besides that, students' questionnaires that were given after the treatment were used to measure the effectiveness of the web blog that was used to teach the English writing materials. Meanwhile, the experts' validation questionnaires were used to measure weather the web blog was ready to use or still need to be revised. Meanwhile, the validation questionnaires that were given to the expert, made based on the web blog quality assessments which contained three criterions that was usability, information quality and design (Barnes & Vidgen, 2003).

F. Data Analysis Technique

The researcher analysis the questionnaires and validity questionnaires outcomes by using rating scale as follows:

Table 3.2 Rating Scale

Criterion	Score
1	0 – 1.50
2	1.15 – 2.50
3	2.51 – 3.50
4	3.51 - 4.00

The proficiency score, the importance score, the frequency score of linguistic and learning needs are derived by giving each category score from one to four as indicated below (Yassi & Kaharuddin, 2018).

Table 3.3 Assessment Criteria

Score	Proficiency Level	Importance Level	Frequency Level
1	Poor	Not Important	Hardly Ever
2	Fair	Less Important	Seldom
3	Good	Important	Often
4	Excellent	Very Important	Always

Besides that, validation score and agreement score were counted based on Likert Scale which contained five criterions of assessment that are 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree (Sugiyono, 2016). Likert Scale had five interval criterions of assessments such as:

Table 3.4 *Likert Scale Assessment Criteria*

Criterion	Score	Agreement	Validation
5	80% - 100%	Strongly agree	Very valid
4	60% - 79.99%	Agree	Valid
3	40% - 59.99%	Neutral	Fair
2	20% - 39.99%	Disagree	Poor
1	0% - 19.99%	Strongly disagree	Invalid

The web blog was able to be categorized valid or effective if the minimum score in the 40% - 59.99% while if the score less than 40% - 59.99% it was able to be pointed that the web was invalid and ineffective. In analyzing the validity of the web blog, it would be highly appreciated for the comments and suggestion that were given by the experts. The researcher would be made revisions based on the comments and suggestions that were given by the experts.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher presents findings and discussion. The researcher would show all the data analysis that had been collected during the research and explained every component that was developed in this research.

A. Findings

Findings section involved three steps that were conducted in this research. Those steps were analysis, design and evaluation.

1. Analysis

Analysis contained two stages. Those stages were analyzing the students' need and analyzing 10 web blog sites that used in the field of education.

a. Students' Need Analysis

The early step in developing teaching materials was designing the syllabus. In designing the syllabus the most crucial thing to be involved was the students' need analysis. Brown in Mubar explained that in general terms, need analysis (also called need assessment) refers to the activities involved in gathering information that will serve as the basis for developing some materials that will meet the learning needs of a particular group of students (Mubar, 2015). In this research, the need to conduct the students' need analysis was based on the need to determine the materials that would be put on the web blog. In that process, before determining the materials to be taught, it was necessary to design the syllabus first so that the materials which were derived

from the syllabus would be appropriate to the students because those materials were based on the students' need.

Pardowski in Kaharuddin explain more that the first step of every syllabus design should be needs analysis, i.e. a set of techniques and procedures used for obtaining information about the learners and situations and purposes for which they want to learn language (Yassi & Kaharuddin, 2018). Kaharuddin further mentions in measuring the students' need there are three stages that should be faced. Those stages were; stage 1 also known as preliminary phase, stage 2 also known as development phase and stage 3 also known as review phase. Stage 1 and 2 would be explained in need analysis part while stage 3 would be described on the designing and prototyping parts of this research. Stage 1: preliminary phase contained three aspects such participants, linguistics needs and learning needs.

1) The Preliminary Phase

Preliminary phase comprised of three aspects they were participants, linguistic needs, and learning needs. In addition, the preliminary phase outcomes would also provide in this section.

a) Participants

Kaharuddin explain participants as people who were involved in the needs analysis as sources of information that could be identified as: the first was students or (the target group), the second was English lecture (the audience) and the third was graduates or stakeholders (the source group) (Yassi & Kaharuddin, 2018).

(1) Students (The Target Group)

The target group refers to a group of people who are studying and already study a particular course (Yassi & Kaharuddin, 2018). The students that involved as a subject in this research were 15 students of English Education Department 1&2.

(2) English Lecture (The Audience)

The audience refers to a group of people who teach and see how the target group is studying a particular course (Yassi & Kaharuddin, 2018). In this research, the researcher took three lectures of English Education Department at State Islamic University of Alauddin Makassar.

(3) Graduates or Stakeholders (The Source Group)

The source group refers to a group of people from whom a needs analyst obtains information about the advantages of a particular course e.g. graduates who already work or pursue advanced study due to their good proficiency in speaking English, or stakeholder who employ graduates for teaching English due his good proficiency in speaking English (Yassi & Kaharuddin, 2018). Due to the need to provide graduates or stakeholders in need analysis process, the researcher were asked two magister students to be involved in this research. They went and took their magister in the field of teaching English.

b) Linguistic Needs

Linguistic need refer to gathering information associated with types of language components, functions, as well as topics which are necessary to be available in the syllabus design and its found out through the identification of the students' learning ability and learning priority (Yassi & Kaharuddin, 2018). Linguistic needs were comprised of learning ability and learning priority.

(1) Learning ability

Learning ability gives information about the students' entry level in the language areas (Yassi & Kaharuddin, 2018). Writing as the language skills that involved in this research contained several items that should be assessed in measuring the students' entry level in language. Those items that were explained more by Kaharuddin comprised of content/task response, language use and mechanic/grammatical range and accuracy, vocabulary/lexical resources and organization/coherence and cohesion.

Good criteria of content could be assessed by looking at whether the writer follows assignment directions completely and even goes beyond, develops one clear main idea that stays on-topic, uses concrete and specific details to support topic and to allow reader to understand paper well, uses many interesting details for support that are not obvious, writer understands topic well, and the last thing that should be considered in content was presents or select a fresh and original idea (Glass, 2005). Meanwhile, the criteria of language use were not only correct grammar but also accuracy, (a usage of articles, word order, tenses prepositions, sentence

constructions) while mechanics meant good paragraphing, spelling, capitalization and punctuation (Klimova, 2011).

In addition, Blanka explained the next point to be assessed on writing was vocabulary which meant richness, appropriate register and word from mastery. Besides that organization should be looked at the writing's coherence, fluency, clarity and logical sequencing. This step done by the students assessing their ability on all the criteria by giving their level if they were excellent, very good, fair, and poor.

(2) Learning Priority

Learning priority provides information about the most preferred materials in syllabus design. This step done by analyzing the students' perceptions on the importance level of certain language element and its sub skills such as vocabulary, pronunciation, and grammar to be provided in a course syllabus (Yassi & Kaharuddin, 2018). Related to the writing components in the writing assessments criteria, the students should take a look at the importance of each the components of writing such the importance of content, language use and mechanics, vocabulary and organization by rating their opinion whether it was very important, important, moderately important, slightly important, and not important.

Besides the importance of the writing components the students also should rate the importance of several topics that could help the students to develop their writing skills in the course such as environment, science and technology, media and advertising, education globalization and so on. Furthermore, the importance of

grammar items were also should be assessed of the students. Those items included in grammar such as relative clause, noun clause, adverbial clause and many more.

c) Learning Needs

Leaning needs comprised of the students' learning problems and learning attitudes.

(1) Learning problems

Learning problems refers to the difficulties that the learners are facing in learning a certain course such as psychological problems, linguistic, resources, insufficient knowledge of a certain topic, etc. (Yassi & Kaharuddin, 2018). In finding the students' learning problems, the students' should be asked about all the possible problems that may be faced by the students such as luck of motivation, lack of writing strategies, commit spelling errors and so on. The students will be given questionnaire to find their problems by rated them with always, often, sometimes and hardly ever.

(2) Learning Attitudes

Learning attitude provides information about how well the students like studying in a program. Learning preference and learning styles were two things that very important in describing the learning attitudes (Yassi & Kaharuddin, 2018). In the learning preferences related to the four writing components such content, language use and mechanics, vocabulary, and organization, the students were asked about how important of activities associated to the each of the writing component. For example in vocabulary, the students should give their opinion about how

important were memorizing the vocabulary, reading and applying the vocabulary, etc.

In another side, learning styles refers to all the possible styles that might be used by the students in learning such as modeled writing, shared writing, interactive writing and many more. In measuring the students' learning preference and learning styles they should gave their answer on the questioner related to how important all the items that involved on the questionnaire.

2) The Preliminary Phase' Outcomes

There are three kinds data resources in the preliminary phase they were the questionnaire of need analysis, the needs inventory gathered from the results of linguistics and learning need analysis, and the last is the formulation of course goals and objectives derived from the needs inventory.

a) Gathering Information of the Needs Analysis

The questionnaire that used on this research were adapted from Kaharuddin's book (Yassi & Kaharuddin, 2018). The questionnaire clearly design and score could be checked out on appendix IV in this research. The outcomes of the questionnaire as follows;

(1) Introduction

(a) Personal Information

Personal information provided any information about what university do/did students belong, what is the students current/previous study, what semester are them (if applicable), and how old are them.

(b) The outline of the current state about the participants' language need in the course

1. The Importance of Learning Writing Skill

Table 4.1: *The Importance of Learning Writing Skill*

Respondents	1	2	3	4	Mean
	Not Important	Less Important	Important	Very Important	
Students			4	11	3.73
Lectures of English Education Department				3	4.0
Graduates				2	4.0
Average					3.91

The table above showed that the students mostly thought that writing skill was important to learn. It can be seen on the average score that got 3.91 and could be categorized as very important. It can be seen also by the student's 1 statement that said:

Saya rasa bukan saya saja yang merasa bahwa writing sangat penting untuk dipelajari, hal ini saya katakan karena ketika saya ingin menulis sebuah cerita atau artikel dalam bahasa Inggris saya terkadang bingung tentang bagaimana membuat jenis writing yang bagus [I think it is not only me who think that writing is very important to learn that because when I started to commit writing sometimes I confused about how to make a good writing] (interview, student 2, 09 May 2018).

Furthermore, the student 3 explained on how importance of learning writing skill to be learnt as she stated that:

Belajar writing penting menurut saya karena dengan belajar writing saya bisa tahu bagaimana penulisan yang benar dan sangat membantu saya dalam mendaftar beasiswa, mengirim surat kepada native speakers dan lainnya [In my opinion, learning writing is important because by learning writing I know about how to write correctly and it is rally help me in applying scholarship, sending mails to native speakers and so on] (interview, student 4, 04 May 2018).

Additional statements coming from the writing lecture who stated that:

Belajar writing tentu sangat penting bagi siswa karena mereka mengambil jurusan pendidikan Bahasa Inggris yang tidak hanya menuntut mereka bisa speaking, reading, dan listening tetapi juga writing. Belajar writing bisa memberikan mereka banyak manfaat seperti mereka bisa menulis untuk mendaftar beasiswa dan lainnya [It is very important for the students to learn writing they were an English Education Department students that not only required having ability in speaking, reading and listening skills but also in writing skill. Learning writing will give them many advantages such they can write a form to be used to apply scholarship and so in (interview in 07 May 2018).

The graduate 1 was also gave some statements that:

Belajar keterampilan menulis sangat penting untuk siswa. Hal ini dikarenakan mereka akan membutuhkan keterampilan tersebut di akhir masa study yaitu skripsi dan juga skill tersebut akan sangat dibutuhkan bagi mereka yang akan menjadi seorang penulis [Writing skill is very important to be learnt of the students that because they will need that skill to finish theirs thesis and it will also usefull for them who want to be a writer] (interview in 07 May 2018).

Therefore, mostly students of English Education Department thought that writing was very important to learn. They were due to the benefit of writing knowledge that could help the students in variety things related to the field of education.

2. The Purposes of Learning Writing Skills

Table 4.2: *The Purposes of Learning Writing Skills*

Purpose	Students	Lectures	Graduates	Average
a. Demonstrating knowledge and understanding: Explanation or exercise	3.90	4.0	4.0	3.96
b. Building research skills: Literature survey, Methodology recount, or Research report	3.66	4.0	4.0	3.88
c. Developing powers of independent reasoning: Critique or essay	3.46	4.0	3.5	3.65
d. Writing for oneself and others: Event recount or public engagement.	3.60	4.0	4.0	3.86
e. Preparing of professional practices: Case study, Design specification, Problem question, or Proposal	4.0	4.0	4.0	4.0
Total Average				3.87

Based on the table above the researcher could conclude that some purposes of learning writing skill that involved on the questionnaire were very important for the students. It can be seen on the table 3.2 average which showed score 3.87 that meant very important. Demonstrating knowledge and understanding were highly chosen by the students as their first purpose in learning writing skill. The student 2 gave her statements related to these topics she stated that:

Saat ini saya merasa sangat penting mempelajari keterampilan menulis dalam bahasa Inggris. Hal ini dikarenakan dengan belajar keterampilan menulis bahasa Inggris saya dapat menjelaskan ilmu yang saya dapatkan dan juga saya dapat mengerti serta dapat mengerjakan tugas yang harus saya selesaikan [I think it is very important to learn English writing skill. That because learning English writing skill could help me not only to explain all the knowledge that I know but also to understand all the exercise that I should finish] (interview, student 2, 09 May 2018).

Conclusively, the data presented above, reveals that the students learn English writing skill for many purposes. All the advantages from learning writing skill were hoped to help them to get the results of their learning process based on the purposes that they made.

3. The Instruction Types to Write

Table 4.3: *The Instruction Types to Write*

Preferred Instruction Types	Students	Lectures	Graduates	Average
a. Giving and justifying opinions	3.86	4.0	3.5	3.78
b. Compering opposing opinions	3.73	4.0	4.0	3.91
c. Evaluating advantages and disadvantages	3.90	4.0	4.0	3.96
d. Comparing arguments for and against	3.53	4.0	4.0	3.84
e. Analyzing problems and solutions	3.66	4.0	4.0	3.88
f. Answering direct question on an issue	4.0	4.0	4.0	4.0
Total Average				3.89

The table above showed that the most of the students were giving their answer to the direct question on an issue. The average score 3.89 indicated that all the items that involved was very important for the students. As the student 4 stated that:

Saya memilih answering direct question on an issue karena saya berpikir bahwa kita lebih banyak menemui tugas writing dalam bentuk pertanyaan yang harus segera dijawab oleh karena itu saya pikir yang paling penting itu [I choose answering direct question on an issue that because I thought that I sound mostly writing tasks in the form of question that we should give an answer related to the topic so that why I think it is important] (interview, student 4, 04 May 2018).

Therefore, many students thought that the instruction types to write were provide an answer of an issue. This information should be involved in developing

English writing materials to facilitate the students by providing materials that involved questions of issues and the students would give their statements or responses related to the issues.

(2) The Participants' Linguistic Needs

(a) The outline of participants' learning ability

4. Students' Assessment through Their Ability in English Writing

Table 4.4: *Students' Ability in English Writing*

Component of Writing	1	2	3	4	Mean
	Poor	Fair	Good	Excellent	
Content/Task Response	3	7	4	1	2.20
Language Use and Mechanic/Grammatical Range and Accuracy	5	9	1		1.73
Vocabulary/Lexical Resource	2	6	5	2	2.46
Organization/Coherence and Cohesion	2	4	5	3	2.46
Average					2.21

Based on the table above the researcher can conclude that the students' abilities reflecting to their current knowledge and skill in English writing was fair. It could be seen on the average score which showed 2.21 point that meant fair. Student 1 give her statements related to this issue she stated that:

Saya rasa semuanya sangat penting untuk saya pelajari terutama pada bagian grammar. Pengetahuan saya mengenai grammar masih terbatas jadi tentu dengan mempelajarinya lagi akan membantu meningkatkan kemampuan saya [I think each components were very important to learn especially grammar. I have only little knowledge of grammar so that learning grammar again will help me to increase my ability in grammar] (interview, student 1, 07 May 2018).

(b) The outline of participants' learning priority

5. The Importance Level of Language Components

Table 4.5: *The Importance Level of Language Components*

Components of Writing	Students	Lectures	Graduates	Average
Content/Task Response	3.46	4.0	4.0	3.82
Language Use and Mechanic/Grammatical Range and Accuracy	4.0	4.0	4.0	4.0
Vocabulary/Lexical Resource	3.93	4.0	4.0	3.97
Total Average				3.93

Based on the table above, the most importance writing components to learn according to the students was the language use and mechanics/grammatical range and accuracy. The average score indicated that all the items were categorized as very important due to the average score that got 3.93 which meant very important. Student 2 give supporting information with stated that:

Terkait writing saya memprioritaskan untuk mempelajari grammar karena kesalahan kecil akan sangat terlihat dalam hasil tulisan. Selain grammar saya juga merasa penting bagi saya untuk mempelajari content karena bagi saya terkadang sangat sulit membangun sebuah ide dan menuangkannya dalam tulisan [In terms of writing I prioritized to learn grammar first that because little mistakes will show clearly by writing. Besides that, in my point of view it is important for me to learn about content because in my opinion it is a hard thing to develop an idea and to put in the writing forms] (interview, student 2, 09 May 2018).

By the statements above, grammar was the most important thing to learn by the students. The importance of having enough knowledge about grammar could be seen as the most crucial thing of writing. Bad grammar would lead the reader on having misunderstanding about the content that the writer meant. Hence, grammar

would be put as one of the English writing materials that would be put on the learning process.

6. Perceptions on the Most Preferred Topics to Learn

Table 4.6: *Perceptions on the Most Preferred Topics to Learn*

Preferred Writing Topics	Students	Lectures	Graduates	Average
a. Environment	4.0	4.0	4.0	4.0
b. Science and Technology	3.80	4.0	4.0	3.93
c. Media and Advertising	1.80	2.0	3.0	2.26
d. Education	3.93	4.0	4.0	3.97
e. Employment	2.93	3.0	3.5	3.14
f. Globalization	3.86	4.0	4.0	3.95
g. Health	3.33	4.0	4.0	3.77
h. Animals	2.73	3.0	4.0	3.24
i. Law and Order	2.60	4.0	3.5	3.36
j. Economics	2.46	3.0	2.0	2.48
k. Family and Children	3.53	4.0	3.0	3.51
l. Food	2.73	3.0	3.5	3.07
m. Technology	3.80	4.0	4.0	3.93
n. Sport and Recreation	2.60	4.0	4.0	3.53
o. Art Others	2.73	3.0	4.0	3.24
p.				
q.				
Total Average				3.42

Based on the table above the researcher could conclude that all the items were categorized important. The outcomes could be shown on the average score 3.42 which meant important. Environment and education topics were the most highly chosen topics by the students for the relation of real life and learning writing skill. Student 3 gave his statements related to this issue;

Menurut saya education paling penting. Kita dipertemukan dengan writing karena sedang menimba ilmu di jurusan Pendidikan Bahasa Inggris. Jadi, itu berarti saya belajar writing karena pendidikan yang saya tempuh [In my opinion, education was the most crucial aspect that because I learn about

writing because I am studying in English Education Department. So it is meant I studying writing because of my educational background] (interview, student 3, 04 May 2018).

In general, environment and education was chosen by the students as the most interested topics to be learnt. So that, as all the topics were categorized important that meant all the topics should be involved in developing the English writing materials.

7. The Students' Perception on Grammar Items in Developing English Writing Materials

Table 4.7: *The Students' Perception on Grammar Items in Developing English Writing Materials*

Preferred Content of Grammar	Students	Lectures	Graduates	Average
a. Relative Clauses	3.80	4.0	4.0	3.93
b. Noun Clauses	4.0	4.0	4.0	4.0
c. Adverbial Clauses	3.90	4.0	4.0	3.96
d. <i>ing</i> forms and infinitives	3.90	4.0	4.0	3.96
e. Adverbs and adverbial phrases	3.73	4.0	4.0	3.91
f. Consecutive noun phrases	3.80	4.0	4.0	3.93
g. Collocation	3.60	4.0	4.0	3.86
h. Articles	3.90	4.0	4.0	3.96
i. Conditionals	3.46	4.0	4.0	3.82
j. Passive forms	4.0	4.0	4.0	4.0
k. Countable and uncountable noun	3.40	4.0	3.0	3.80
l. Comparative and Superlative	4.0	4.0	4.0	4.0
m. Tenses	4.0	4.0	4.0	4.0
n. Sport and Recreation	2.73	2.0	2.5	2.41
o.				
p.				
Total Average				3.82

According to the table above the most important things related to the grammar topics on the questionnaire were noun clause, passive forms, comparative and superlative, and tenses was categorized very important. The average score

showed 3.82 which meant very important. All the topics that were provided above were necessary topics for the students to learn. As the student 1 stated that:

Pengetahuan saya tentang grammar masih sangat kurang hal itu yang membuat saya ingin belajar lebih lagi tentang grammar. Semua topik yang tersedia menurut saya semua penting. Saya masih butuh untuk belajar grammar. [I have only little knowledge about grammar that is why I have a high enthusiasm to learn more about grammar. All the topics that involved were very important in my point of view. I still need to learn more about grammar] (interview, student 1, 07 May 2018).

Conclusively, most of the students thought that they need all the topics on the learning process. That because they though they still had little knowledge about grammar. As the topics showed that it was important to learn, that meant all the topics would involve in the learning process.

(3) The Participants' Learning Needs

(a) The outline of participants' learning problems

8. The Students' Perception on Learning Problems in Writing Course

Table 4.8: *The Students' Perception on Learning Problems in Writing Course*

Writing Problems	Hardly Ever	Seldom	Often	Always	Mean
a. Lack of motivation			5	10	3.60
b. Lack of writing strategies			2	13	3.80
c. Rely much on L1 structure			1	14	3.90
d. Commit spelling errors				15	4.0
e. Commit mistakes in using capitalization and punctuation	2	5	6	2	3.60
f. Inadequate mastery of grammar				15	4.0
g. Lack of adequate vocabulary		3	2	10	3.40

h. Insufficient knowledge about organization of ideas		1	2	12	3.70
Average					3.70

The table above showed that most of the students have problems dealing with committing writing. Most of them faced all the challenges that involved on the questionnaire above. It was also could be concluded based on the average that showed the students got 3.70 which meant they always faced problems that mentioned on the questionnaire. Committing spelling errors and inadequate mastery of grammar became the hardest challenges for the students such the student 2 who stated that:

Hal yang paling sulit yang saya temui dalam menulis adalah grammar. Terkadang saya pikir tulisan saya sudah benar namun ternyata karena kurangnya pengetahuan saya tidak tahu bahwa saya salah. Kalau soal kesahan spelling lebih banyak karena tidak sengaja [The hardest thing that I faced in writing was grammar. Sometimes I thought that I had been used grammatical rules correctly but apparently I was wrong because of lack of knowledge about grammar and about the spelling errors that I committed it was mostly unintentional] (interview, student 2, 09 May 2018).

The student 1 added with stated that:

Biasanya saya paling sering kesulitan dalam pemilihan vocabulary ketika menulis. Tapi kesalahan yang paling sering saya lakukan adalah dalam grammar. Saya baru menyadari kesalahan saya ketika teman atau guru menunjukkan kesalahan saya [usually, the hardest thing for me was selecting a good and right vocabulary to be used on my writing. Besides that, grammatical errors was the often mistakes that I have done on my writing. I just realize my mistakes on grammatical errors when my friends or lectures showed me those mistakes] (interview, student 1, 07 May 2018).

Additional statements coming from the student 3 who stated that:

Hal yang paling berat ketika menulis menurut saya adalah grammatical errors karena dalam writing kesalahan grammar begitu nampak [The hardest thing of writing according to my opinion was grammatical errors that because in writing grammatical errors were clearly shown] (interview, student 3, 04 May 2018).

The student 4 gave additional statements which stated that:

Diantara semua grammarlah yang paling sulit. Saya benar-benar kesulitan dalam memahami materi grammar apa lagi ketika harus mengaplikasikannya juga [Among the others difficulties, grammar was the hardest. I have difficulty understanding grammar especially using it in writing] (interview, student 4, 04 May 2018).

Based on all the students' statements above, the researcher could conclude that the hardest thing of the students in conducting writing was grammar. All the items showed that the students were always faced all the problems on the items above. Hence, by developing the English writing materials based on the students need it was hoped that the researcher would provide English writing materials that would help to solve the students' problems in writing.

(b) Learning outline of participants' learning attitudes

(b.1) Learning Preferences

9. The Perceptions on the Preference of Learning Vocabulary

Table 4.9: *The Perceptions on the Preference of Learning Vocabulary*

Vocabularies Learning Preferences	Students	Lectures	Graduates	Average
a. Memorizing the vocabulary	3.80	3.0	2.5	3.10
b. Reading and applying the vocabulary	4.0	4.0	4.0	4.0
c. Jotting down the vocabulary from list	3.33	3.0	3.5	3.27
d. According to the topics	2.26	4.0	4.0	3.42
e.				
f.				
Total Average				3.44

Those ways that involved on the questionnaire above were important according to the students. The students thought that reading and applying the vocabulary was the most important among the other ways. The average score showed 3.44 point which meant important. Student 1 stated that: “*membaca dan menggunakan kosa kata adalah salah satu cara untuk terus mengingatnya dalam jangka waktu lama* [Reading and applying the vocabulary was a kind of way to help me to memorize and to save the vocabularies for long time] (interview, student 1, 07 May 2018).

Student 2 give similar opinion related to this she stated that, “*menggunakan kosa kata setelah membaca adalah cara terbaik untuk mudah mengingatnya karena kita learning by doing* [applying the vocabulary after reading was a best way to memorize vocabulary by because we are learning by doing]” (interview, student 2, 09 May 2018).

Student 3 gave additional statements, that:

Membaca dapat memperkaya kaya kosa kataku karena dengan membaca saya berusaha menemukan arti dari kosa kata yang tidak saya ketahui setelah itu saya akan mencoba untuk menggunakannya untuk tetap mengingatnya [Reading could help me to increase my vocabularies because with reading I was trying to find out the meaning of the word that I did not know after that I would like to try to use the vocabularies that I had already known to keep memorize it] (interview, student 3, 04 May 2018).

Furthermore, the student 4 stated that:

Menghapal kosa kata merupakan bagian yang paling penting menurut saya karena membaca dan kemudian mengaplikasikan kosa kata adalah bagian dari menghapal kosa kata [On my opinion, memorizing vocabularies was the most crucial part among the others. This was because reading and applying vocabulary was a part of memorizing the vocabularies] (interview, student 4, 04 May 2018).

From the analysis of the students' perception on learning vocabulary, the researcher found that reading and applying the vocabulary was the most important. This meant the first priority in providing various and right vocabulary in learning writing skill was by reading and applying the vocabulary.

10. The Students' Perception on the Preference of Learning Content

Table 4.10: *The Students' Perception on the Preference of Learning Content*

Content of Writing Learning Preferences	Students	Lectures	Graduates	Average
a. Brainstorming	3.73	3.0	4.0	3.57
b. Reading from examples	3.46	4.0	3.5	3.65
c. Imitating others' writing	2.60	3.0	2.0	2.53
d. Getting feedback	3.46	4.0	4.0	3.82
e. Paraphrasing	3.93	4.0	4.0	3.97
f.				
Total Average				3.50

Based on the table above, we can conclude that getting feedback was the most important for them while imitating others' writing was less important. If we looked at the average of all the items on the questionnaire, the student found that those ways were important to be applied as its average score was 3.50 which meant important. Related to the outcomes of the table above, the student 4 gave additional information related to those items:

Saya adalah orang yang butuh melakukan brainstorming sebelum menulis jsdi saya pikir itu sangat penting tapi saya berpikir mendapatkan feedback terhadap hasil tulisan dapat meningkatkan kemampuan writing saya jadi itu juga sangat penting [I am a kind of person who committed brainstorming before writing that made me thought that brainstorming was important ways to do but then getting feedback of the result of my writing was able to improve my writing ability so it was also very important] (interview, student 4, 04 May 2018).

Additional statement coming from the student 2 who stated that:

Mendapatkan feedback untuk hasil tulisan saya adalah hal yang sangat penting menurut saya. untuk meniru hasil writing orang tanpa mengutipnya saya pikir adalah yang salah untuk dilakukan [In my opinion, getting feedback for the result of my thesis was a very important thing while imitating others writing without cited it I thought it was wrong thing to do] (interview, student 2, 09 May 2018).

Moreover, the student 1 gave her statements by stated that:

Tentu mendapatkan feedback dari hasil tulisan saya adalah salah satu yang saya anggap perlu selain mendapatkan ilmu saya juga dapat mengukur tingkat kemampuan saya dalam writing [getting feedback from the result of my writing was one of the most important thing to do because I was not only got some knowledge, it was also could help me to measure my writing level ability] (interview, student 1, 07 May 2018).

Then the student 3 stated that:

Diantara semua pilihan saya merasa yang paling penting adalah reading for examples karena dengan melakukannya saya dapat memahami lebih jauh tentang apa yang harus saya tulis dan bagaimana saya melakukannya [among the others choice I thought that the most important thing was reading for examples because with doing that, I could understand more about what I should write about and how do I do it] (interview, student 3, 04 May 2018).

Furthermore, from the table above there were five possible ways of learning writing course that was given to the students to be chosen which ways that they prefer in learning writing skill. Based on the table outcomes all the ways were could be used as the questionnaire average outcomes showed that all ways were important to be used.

11. The Students' Perception on the Preference of Learning Grammar

Table 4.11: *The Students' Perception on the Preference of Learning Grammar*

Grammar Learning Preferences	Students	Lectures	Graduates	Average
a. Inductive approach	3.80	4.0	4.0	3.93
b. Deductive approach	3.40	4.0	4.0	3.80
c.				
d.				
Total Average				3.86

Based on the table outcomes above all the students thought that those ways to be applied in learning the English grammar was very important. The average score showed 3.86 which meant very important. The students mostly thought that inductive approach was the most important ways to be applied in the course. As the student 1 stated that:

Saya sebenarnya tidak terlalu paham mengenai kedua pendekatan tersebut. Akan tetapi berdasarkan apa yang saya baca barusan saya pikir saya akan memilih inductive approach untuk digunakan dalam proses pembelajaran [I did not really understand about both those approach. But based on what I have read just now I think that I will choose inductive approach to use I the learning process] (interview, student 1, 07 May 2018).

Therefore, based on the table above there were two possible ways in learning grammar. The outcomes of the questionnaire were showed that both inductive and deductive approach could be used in the teaching and learning process.

(b.2) Learning Styles

12. Perception on the Students' Learning Styles

Table 4.12: *Perception on the Students' Learning Styles*

Learning Styles	Students	Lectures	Graduates	Average
a. Modeled writing	3.0	4.0	4.0	3.66
b. Shared writing	2.46	4.0	4.0	3.48
c. Interactive writing	3.66	4.0	4.0	3.88
d. Guided writing	3.60	4.0	4.0	3.86
e. Independent writing	2.80	4.0	4.0	3.60
f. The use of technological based media	3.0	4.0	4.0	3.66
g.				
Average				3.69

The table showed that mostly the students thought that interactive writing was the most important among the other. The table was also showed average score 3.69 which meant all items on the questionnaire were categorized as very important. This was also as the student 1 stated that:

Kalau saya diantara semua pilihan saya lebih memilih guided writing hal ini dikarenakan saya lebih nyaman ketika didampingi dalam belajar [I think among the others items, I prefer guided writing that because I feel more comfortable when I write and get a guidance on writing] (interview, student 1, 07 May 2018).

In another side, the student 3 thought that the most important learning style to be applied was modeled writing as he stated that, *“kalau saya, saya merasa modeled writing yang paling penting karena dengan adanya contoh maka akan mudah menyelesaikan writing* [In my opinion, I think modeled writing was the most important because by getting example it will make me easier in committing writing] (interview, student 3, 04 May 2018).

Furthermore, the student 2 gave her statement that, “*saya lebih suka guided learning, saya tidak tahu alasannya tapi saya lebih nyaman dalam belajar dengan gaya bealajar seperti itu* [I preferred guided learning, I do not know the reasons but I feel more comfortable by learning using that learning style] (interview, student 2, 09 May 2018).

Moreover, additional statements coming from the student 4 who stated that:

Yang paling penting menurut saya adalah guided learning karena guided learning dapat memfasiltasi siswa secara lebih terhadap kebutuhan masing-masing individu [the most important style among the other was guided learning that because guided learning was able to facilitate students by looking at the need of each students] (interview, student 4, 04 May 2018).

Conclusively, all the learning styles on the table above could be used in teaching and learning English writing process. Guided writing would come as the first priority styles in the students’ learning process.

b) Using the Need Analysis Information

(1) Reviewing Needs Inventory from the Linguistics Needs

(a) Learning Ability

Learning ability was measured based on the outcomes of analysis of the students’ proficiency in the area of the four components of writing that was content, language use and mechanics, vocabulary, and organization (Yassi & Kaharuddin, 2018). The outcomes of the students’ analysis through proficiency level of all the writing components range around level “poor” and “fair” that describe on the mean score as follows:

1. Content (the average score was 2.20 = fair);
2. Language use and mechanics (the average score was 1.73 = fair);
3. Vocabulary (the average score was 2.46 = fair);
4. Organization (the average score was 2.46 = fair);

(b) Learning Priorities

Determining the students' learning priority was conducted by analyzing the respondents' perceptions on the importance level of giving the writing skills' components (that is content, language use and mechanics, vocabulary, and organization) to writing course three. The outcomes of the analysis as follows:

1. Content (the average score was 3.82 = very important);
2. Language use and mechanics (the average score was 4.0 = very important);
3. Vocabulary (the average score was 3.97 = very important);

The findings above illustrate that the syllabus that designers need to give the first priority first was the language use and mechanics, then vocabulary, and after that content.

(b.1) The Needs for Learning Content and Vocabulary

Looking at the importance level of language components, language use and mechanics would be the priority to learn as its score getting 4.0 which meant very important. Meanwhile, content and vocabulary would also be the priority to learn as its score 3.82 and 3.97 which both meant very important to learn. In learning both the items, most of the students thought that it was very important to provide writing with good content and good vocabulary election. Here there were fourteen priceless real

life topics that could help the development of the students' writing skill in course were selected based on very important and important categories as follows:

- a. Environment (4.0 = very important)
- b. Education (3.97 = very important)
- c. Globalization (3.95 = very important)
- d. Science and technology (3.93 = very important)
- e. Technology (3.93 = very important)
- f. Health (3.77 = very important)
- g. Sport and recreation (3.53 = very important)
- h. Family and children (3.51 = very important)
- i. Law and order (3.36 = important)
- j. Animals (3.24 = important)
- k. Art (3.24 = important)
- l. Employment (3.14 = important)
- m. Food (3.07 = important)

The real life topics that would use in the learning process was limited by the only topics that would chose was the topics wit category very important and important. The real life topics that were categorized as very important and important should be involved in the learning process.

(b.2) The Needs for Learning Grammar

In conducting writing, the students need to learn grammar. Based on the importance of learning grammar questionnaire outcomes, mostly students thought that learning grammar was most important to learn as its average score got 4.0. The analysis outcomes of the importance of learning grammar items were selected based on very important and important categorized as listed below:

- a. Noun clauses (4.0 = very important)
- b. Passive forms (4.0 = very important)
- c. Comparative and Superlative (4.0 = very important)
- d. Tenses (4.0 = very important)
- e. Adverbial Clause (3.96 = very important)
- f. *ing* forms and infinitives (3.96 = very important)
- g. Articles (3.96 = very important)
- h. Relative Clauses (3.93 = very important)
- i. Consecutive noun phrases (3.93 = very important)
- j. Collocation (3.86 = very important)
- k. Conditionals (3.82 = very important)
- l. Countable and uncountable (3.80 = very important)

The items related to the grammars topics above showed that most of the items were very important to learn for the students. So that meant all the items above should be involved in teaching and learning writing in course. The overall students' linguistic needs as follows;

Table 4.13: *The Overall Needs Inventory from Linguistic Needs*

Linguistic Needs	
Learning Ability	Learning Priorities
1. Fair in language use and mechanics 2. Fair in vocabulary 3. Fair in content 4. Fair in organization	1. Language use and mechanics is the first priority 2. Vocabulary is the second priority 3. Content is the third priority
Learning content and vocabulary form real life topics	
a. Environment b. Education c. Globalization d. Science and technology e. Technology f. Health g. Sport and recreation	h. Family and children i. Law and order j. Animals k. Art l. Employment m. Food
Basic grammar items to be used with content and vocabulary	
a. Noun clauses b. Passive form c. Comparative and Superlative d. Tenses e. Adverbial Clause f. <i>ing</i> forms and infinitive	g. Articles h. Relative Clauses i. Consecutive noun phrases j. Collocation k. Conditionals l. Countable and uncountable

(2) Reviewing Needs Inventory from the Learning Needs

The students' learning needs in this research were identified based on the students' learning problems and the students' learning attitudes.

(a) The Student's Learning Problems

Based on the analysis through the questionnaire outcomes, the researcher found that there were some difficulties in learning writing that the students faced. The appearance of those difficulties could be caused of several causes as listed below:

1. Psychological problems such as lack of motivation;
2. The problem of insufficient knowledge of the topic such as lack of writing strategies, rely much on L1 structure, commit mistakes in using capitalization and punctuation, and organization of idea;
3. The problem limited linguistics resources such as commit spelling errors, inadequate mastery of grammar, and lack of adequate vocabulary;

All those difficulties that faced by the students above caused the students difficult to conduct and to finish their writing. Besides, those difficulties might made the students were being afraid of committing writing due of being afraid of making any mistakes.

(b) The student's learning attitudes

The students' learning attitudes deals with identifying the students learning preferences and learning styles (Yassi & Kaharuddin, 2018).

(b.1) The students' learning preferences

Based on the analysis of the questionnaire outcomes, the researcher was found that the students prefer to learn vocabulary by:

1. Memorizing the vocabulary;
2. Reading and applying the vocabulary;
3. Jotting down the vocabulary from list;
4. According to the topics.

The outcomes above should be selected as strategies in teaching vocabulary for writing course. Furthermore, in identifying the students preference in content, there were four possible ways were given to the students and the outcomes of the analysis showed that the students prefer to learn content by brainstorming. Moreover, with regards to learn the English grammar the students' questionnaire showed that inductive approach would be selected to use on the syllabus design.

(b.2) The students' learning styles

The outcomes of the students' questionnaire about the students' learning styles showed that the students were:

1. Learning writing by interactive writing;
2. Learning writing by guided writing;
3. Learning writing by modeled writing;

4. Learning writing by independent writing;
5. Learning writing by shared writing;
6. Learning writing by using technological based media.

The overall learning needs of the students could be seen in the following table:

Table 4.14: *The Overall Needs Inventory from Learning Needs*

Learning Needs	
The Learning Problems	The Learning Attitudes
<p>A. The psychological problems:</p> <ol style="list-style-type: none"> 1. Lack of motivation <p>B. Insufficient knowledge of the topic:</p> <ol style="list-style-type: none"> 1. Lack of writing strategies; 2. Rely much on L1 structure; 3. Commit mistakes in using capitalization and punctuation; 4. Organization of idea; 5. Commit spelling errors; <p>C. The problem limited linguistics resources:</p> <ol style="list-style-type: none"> 1. Inadequate mastery of grammar; 2. Lack of adequate vocabulary; 	<p>Learning Preferences</p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> 1. Memorizing the vocabulary; 2. Reading and applying the vocabulary; 3. Jotting down the vocabulary from list; 4. According to the topics. <p>B. Content</p> <ol style="list-style-type: none"> 1. Paraphrasing 2. Getting feedback 3. Reading from examples 4. Brainstorming 5. Imitating others' writing <p>C. Language use and mechanic</p> <ol style="list-style-type: none"> 1. Inductive approach 2. Deductive

	<p>Learning Preferences</p> <ul style="list-style-type: none"> a. Learning writing by interactive writing; b. Learning writing by guided writing; c. Learning writing by modeled writing; d. Learning writing by independent writing; e. Learning writing by shared writing; f. Learning writing by using technological based media.
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(3) Determining the Aims and Objectives of the syllabus

The outcomes of the questionnaire and interview in the form of table were also clarified qualitatively. The data have shown that the needs analysis conducted specifically to design syllabus of writing course had resulted in (Yassi & Kaharuddin, 2018):

- a. Identifying the students' learning ability in writing course;
- b. Determining the language components which are mostly required to learn as priority in writing course;
- c. Identifying the real life topics and basic grammar items which are mostly preferred by the students;
- d. Identifying the obstacles or problems which are mostly experienced by the students in learning to write in the classroom;

- e. Identifying the learning preferences and the learning styles that are mostly preferred by the students.

Another important part in making syllabus design was to determine the aims and objectives of a language program. In syllabus design context, the terms ‘aim’ or “goals” refer to general statements or ‘signposts’ reflecting the underlying ideology of the curriculum (Yassi & Kaharuddin, 2018). Furthermore, Kaharuddin explained objectives as more specific than aims. He stated that, objectives break down aims into smaller units of learning, and typically describe learning in terms of observable behavior or performance (performance objectives), i.e. they describe “learning outcomes” in terms of what a learner will be able to do (Yassi & Kaharuddin, 2018).

Based on the needs inventory, the researcher formulated the course aims and objectives of the writing course. The formulation design as follows:

The course aims:

1. To help the students write effectively and correctly in English by developing the students’ ability in content, language use and mechanics, vocabulary, and organization of writing course.
2. To prepare students had a good basic foundation in writing which enables them to produce good and correct writing.

The course objectives:

1. Students were able to write about the environment around them as well as able to describe and illustrate about their own preference and attitudes towards their environment.
2. Students were able to explain through writing the importance of education, education issues, as well as their experience through studying.
3. Students were able to explain through writing about the impact of globalization.

4. Students were able to explain and identify through writing about kinds of science that they preferred to learn about and able to explain through writing the relation among science and technology as well as its advantages and disadvantages.
5. Students were able to explain through writing about kinds of technology that they found everyday as well as its advantages and disadvantages.
6. Students were able to explain kinds of health issues that they often faced or experienced as well as the cause of those health problems.
7. Students were able to explain through writing about kinds of sports that they usually did how they did it and explain its advantages. Besides students were able to explain which place they usually visited for recreation as well as its advantages and its relation with sports.
8. Students were able to explain through writing about the good way to increase Indonesia's economics as well as which sector would be contributed much to help to grow Indonesia economics.
9. Students were able to explain through writing about their families using vocabulary for family members, as well as able to describe and to illustrate their family members and the special characteristics of their family members.
10. Students were able to explain through writing about the law and order of their home town as well as explained about strange law and order that they had found before.
11. Students were able to explain through writing about kinds of animals and its special characteristics that rare to be heard.
12. Students were able to explain through writing about kinds of arts that they were interested in and explain much all about arts in scientific way.
13. Students were able to explain through writing about kinds of employments that they dreamed to be, explained the special thing of their employment as well as their possible way to get the employment.

Figure 4.1: *The Aims and Objectives of the Writing Course*

3) The Development Phase

Development phase was comprised with three phases. Those phases were selecting syllabus content, planning course structure (designing syllabus), and developing instructional materials.

a) Selecting Syllabus Content

In this section, the selection of syllabus content was conducted by selecting the major topics and determines the order in which the topics would be presented in the classroom (Yassi & Kaharuddin, 2018). The outcomes of the need analysis and the consultation with writing lecture could then list to the following topics that would be put in the writing course for English Education Department.

Table 4.15: *Syllabus Selected Topics*

1.	Environment	(4.0 = very important)
2.	Environment	(3.97 = very important)
3.	Globalization	(3.95 = very important)
4.	Science and technology	(3.93 = very important)
5.	Technology	(3.93 = very important)
6.	Health	(3.77 = very important)
7.	Sport and recreation	(3.53 = very important)
8.	Family and children	(3.51 = very important)
9.	Law and order	(3.36 = important)
10.	Animals	(3.24 = important)
11.	Art	(3.24 = important)
12.	Employment	(3.14 = important)
13.	Food	(3.07 = important)

The list of the initial topics above needs refining by considering course aims and objectives, the importance of the initial topics, the students' knowledge, and the allotted time to teach the topics (Yassi & Kaharuddin, 2018). Furthermore, Kaharuddin, cited Richard who suggest that when the list of the initial topics has to be reviewed or refined and the following questions need to be asked:

1. Are all the suggested topics necessary?
2. Have any important topics omitted?
3. Is there sufficient time to cover them?
4. Has sufficient priority been given to the most important areas?
5. Has enough emphasis been put on the different aspects of the areas identified?
6. Will the areas covered enabled students to attain the learning outcomes?

Before organizing the course topics, the topics should be selected and rearrange in a logical order after having consultation with teachers familiar with the topics (Yassi & Kaharuddin, 2018). There was no topic that was skipped as there were 13 topics which chosen by the students was categorized as very important and important topic. The topic then organized as follows:

1. Family and children;
2. Environment;
3. Technology;
4. Globalization;
5. Animals;
6. Art;

7. Health;
8. Food
9. Sport and recreation;
10. Science and technology;
11. Employment;
12. Education;
13. Law and order;

All the 13 topics above would use in the learning process. In English Education Department at State Islamic University of Alauddin Makassar writing course was recognized as two credit course. Writing course was taught by 16 sessions. The description of the writing course sessions as follows:

Table 4.16: *Course Sessions*

Items	Course Sessions
Session one: learning contract and syllabus overview	1
Session two to seven: teaching the materials	6
Session eight: mid-term test	1
Session nine to fifteen: teaching the materials	7
Session fourteen: final test	1
Total	16

In organizing the materials Richards in Kaharuddin explained that sequencing of content in the course can be determined based on the following criteria:

1. Simple to complex: content presented earlier is taught to be simpler than later items;
2. Chronology: content is sequenced according to the order in which events occur in the real world;
3. Need: content is sequenced according to when learners are most likely to need it outside of the classroom;
4. Prerequisite learning: the sequence of content reflects what is necessary at one point as a foundation for the next step in the learning process;
5. Whole to part to whole: in some cases, material at the beginning of a course may focus on the overall structure or organization of a topic before considering the individual components that make it up. Alternatively, the course focuses on practicing the parts before the whole;
6. Spiral sequencing: the recycling of items to ensure that learners have repeated opportunities to learn them (Yassi & Kaharuddin, 2018).

Furthermore, the logical arranged of the topics above was then linked with the grammar items that was selected based on the grammatical needs of each the topic to be taught and practiced in the teaching and learning process. It was illustrated as follows:

a. Family and children

1. Pronouns

- Personal pronouns
- Demonstrative pronouns

2. Adjectives

- Compounding adjectives and nouns

3. Articles

- Definite articles
- Indefinite articles

b. Environment

4. Action verb (simple present 1)

- Affirmative (+) and negative (-)

5. Adverbs

- Frequency adverbs

c. Technology

6. Be verb (simple present 2)

- Affirmative (+) and negative (-)

d. Globalization

7. Action verb (simple present 1)

- Affirmative (+) and negative (-)

8. Adverbs

- Frequency adverbs

e. Animals

9. Adjectives

- Compounding adjectives and nouns

10. Articles

- Definite articles
- Indefinite articles

f. Art

11. Action verb (simple present 1)

- Affirmative (+) and negative (-)

12. Adverbs

- Frequency adverbs

g. Health

13. Action verb (simple past 1)

- Affirmative (+) and negative (-)

h. Food

14. Action verb (simple past 1)

- Affirmative (+) and negative (-)

i. Sport and recreation

15. Action verb (simple past 1)

- Affirmative (+) and negative (-)

j. Science and technology

16. Be verb (simple present 2)

- Affirmative (+) and negative (-)

k. Employment

16. Be verb (simple present 2)

- Affirmative (+) and negative (-)

l. Education

17. Be verb (simple present 2)

- Affirmative (+) and negative (-)

m. Law and order

18. Action verb (simple past 1)

- Affirmative (+) and negative (-)

b) Planning Course Structure (Designing Syllabus)

The next stage in course development is to map the logical sequence of course structure into a syllabus design as fundamental instrument for teaching effectively (Yassi & Kaharuddin, 2018). Because of the researcher took the students of English Education Department as the subject of this research, so that the researcher choose and took the syllabus of English Education Department students to be used in three times teaching and applying the web blog. The syllabus would be applied in the teaching and learning process integrating with the students' need analysis outcomes. The syllabus design as adapted from Kaharuddin's book (Yassi & Kaharuddin, 2018) could be clearly seen as follows:

Table 4.17: *The Syllabus Design of Writing Course for English Education Study Program*

Week	Units	Topics	Activities	Grammar Focus	Competences
1	-	Syllabus overview	-	-	-
2	One: Family life	My family	<p>Skill Getting: Content: Brainstorming the main idea about family such as which of the family members would be talked first.</p> <p>Vocabulary snapshot: learning vocabulary about nucleus extended and step family members.</p> <p>Pair practice: Read the pair's writing by paying attention on its grammatical rule usage and the organization of the writing.</p> <p>Skill Using: Functional activity: Reading passage that explained about family.</p> <p>Social interaction: Writing pair practice by describing about family.</p> <p>Review: Language game: Crossword puzzle games.</p>	<p>a. Compounding adjectives and noun.</p> <p>b. Articles: the use of definite 'a' and 'an'.</p> <p>c. Grammar exercise about using adjectives and articles in sentences.</p>	<p>a. Recognizing family members in English.</p> <p>b. Requesting information about family members.</p> <p>c. Describing and illustrating family members associated with their physical appearance and personalities.</p>
3	Two:	Save	Skill Getting:	a. Action verb	a. Recognizing

	Think green	environment	<p>Content: Determine the main idea about environment.</p> <p>Vocabulary snapshot: learning vocabulary about environment.</p> <p>Pair practice: write about the environment in their home town and share to their pair friend.</p> <p>Skill Using:</p> <p>Functional activity: Read journal about environment</p> <p>Social interaction: Writing pair practice about environment nowadays topics</p> <p>Review:</p> <p>Language game: Crossword puzzle games</p>	<p>(simple present 1)</p> <p>- Affirmative (+) and negative (-)</p> <p>b. Adverbs</p> <p>- Frequency adverbs</p>	<p>the use of appropriate vocabulary on environment.</p> <p>b. Illustrating attitude toward environment.</p> <p>c. Giving information about the damage caused by a damaged environment as well as the benefits of protecting the environment.</p>
4	Three: Technology era	Technology	<p>Skill Getting:</p> <p>Content: Writing practice about technology nowadays especially its advantages for nowadays technological era.</p> <p>Vocabulary snapshot: learning vocabulary related to technology.</p> <p>Pair practice: write about the technological development from time to time.</p>	<p>a. Be verb (simple present 2)</p> <p>- Affirmative (+) and negative (-)</p>	<p>a. Illustrating attitude toward technology.</p> <p>b. Giving information about the technological development as well as the damage caused by technology and the benefits for using technology</p>

			<p>Skill Using: Functional activity: Read journal about technology development.</p> <p>Social interaction: Explain about technology nowadays especially its advantages for nowadays technological era.</p> <p>Review: Language game: Crossword puzzle games</p>		
5	Four: Save our earth	globalization	<p>Skill Getting: Content: Writing practice about globalization impact.</p> <p>Vocabulary snapshot: learning vocabulary related to globalization.</p> <p>Pair practice: write about the globalization impact and how much influence does globalization has on human survival.</p> <p>Skill Using: Functional activity: Read journal or book about globalization.</p> <p>Social interaction: Explain about globalization impact with invite people to stop</p>	<p>a. Action verb (simple present 1) - Affirmative (+) and negative (-)</p>	<p>a. Recognizing the use of appropriate vocabulary on globalization.</p> <p>b. Illustrating attitude toward globalization.</p> <p>c. Giving information about the damage caused by globalization as well as giving information about how to protect the environment.</p>

			<p>environmental destruction.</p> <p>Review:</p> <p>Language game:</p> <p>Crossword puzzle games</p>		
6	Five: Animals life	Animals	<p>Skill Getting:</p> <p>Content: Writing practice with topic about animals nowadays issue. Students explain through writing about a kind of rare animals and its special issue.</p> <p>Vocabulary snapshot: learning vocabulary related to animals.</p> <p>Pair practice: write about the animals nowadays issue such as about animals that live at poles, sea and land habitat nowadays and showed to the pair.</p> <p>Skill Using:</p> <p>Functional activity: Read journal or book about animals nowadays habitat.</p> <p>Social interaction: Students explain in front of class about what the students have written so that the students could encourage positive impact to society about what to do to save</p>	<p>a. Adjectives</p> <ul style="list-style-type: none"> - Compounding adjectives and nouns <p>b. Articles</p> <ul style="list-style-type: none"> - Definite articles - Indefinite articles 	<p>a. Recognizing the use of appropriate vocabulary on animals.</p> <p>b. Illustrating attitude toward animals.</p> <p>c. Giving information about the animals nowadays issue.</p>

			animals in order to maintain continuity and balance of life. Review: Language game: Crossword puzzle games		
7	Six: The beauty of arts	Art	Skill Getting: Content: Writing practice with topic about modern kinds of arts. Vocabulary snapshot: learning vocabulary related to arts. Pair practice: write about modern kinds of arts and share with the pair. Skill Using: Functional activity: Read journal or book about modern kinds of arts. Social interaction: Students explain in front of class about what the students have written. Review: Language game: Crossword puzzle games	a. Action verb (simple present 1) - Affirmative (+) and negative (-) b. Adverbs - Frequency adverbs	a. Recognizing the use of appropriate vocabulary on arts. b. Giving information about the modern kinds of arts.
8	-	Midterm test	-	-	-
9	Seven: Healthy life	Health	Skill Getting: Content: Writing practice with topic about health problems that usually affect college students as	a. Action verb (simple past 1) - Affirmative (+) and negative (-)	a. Recognizing the use of appropriate vocabulary on health issue. b. Giving information

			<p>well as the way to cure them.</p> <p>Vocabulary snapshot: learning vocabulary related to health issue.</p> <p>Pair practice: write about minor health problems and share with the pair.</p> <p>Skill Using:</p> <p>Functional activity: Read journal or book about health problems that usually faced by college students and paraphrase it before post it through web blog.</p> <p>Social interaction: Students explain in front of class about what minor health problems that usually faced by college students.</p> <p>Review:</p> <p>Language game: Crossword puzzle games</p>		<p>about minor health problems that usually face by the college students.</p>
10	Eight: Healthy food	Food	<p>Skill Getting:</p> <p>Content: Writing practice with topic about healthy food as well as early humans' effort in providing healthy food.</p> <p>Vocabulary snapshot: learning vocabulary related to food.</p> <p>Pair practice: write</p>	<p>a. Action verb (simple past 1) - Affirmative (+) and negative (-)</p>	<p>a. Recognizing the use of appropriate vocabulary on food.</p> <p>b. Giving information about early humans' effort in providing healthy food</p>

			<p>about early humans' effort in providing healthy food.</p> <p>Skill Using:</p> <p>Functional activity: Read journal or book about early humans' effort in providing healthy food.</p> <p>Social interaction: Students explain in front of class about early humans' effort in providing healthy food.</p> <p>Review:</p> <p>Language game: Crossword puzzle games</p>		
11	Nine: Body and mind health	Sport and recreation	<p>Skill Getting:</p> <p>Content: Writing practice with topic about a kind of unique sports as well as good way to do recreation and sport relation with recreation.</p> <p>Vocabulary snapshot: learning vocabulary related to sport and recreation.</p> <p>Pair practice: write about sport and recreation and share with pair.</p> <p>Skill Using:</p> <p>Functional activity: Read journal or book about a kind of unique sports,</p>	<p>a. Action verb (simple past 1) - Affirmative (+) and negative (-)</p>	<p>a. Recognizing the use of appropriate vocabulary on sport and recreation.</p> <p>b. Giving information about a kind of unique sports, good way to do recreation and sport relation with recreation.</p>

			<p>good way to do recreation and sport relation with recreation.</p> <p>Social interaction: Students explain in front of class about early humans' effort a kind of unique sports, good way to do recreation and sport relation with recreation.</p> <p>Review: Language game: Crossword puzzle games</p>		
12	Ten: The use of science and Technology	Science and Technology	<p>Skill Getting: Content: Writing practice with paraphrasing journal about science and technology such as its impact to students.</p> <p>Vocabulary snapshot: learning vocabulary related to science and technology.</p> <p>Pair practice: write about science and technology and share with pair.</p> <p>Skill Using: Functional activity: Read journal or book about science and technology and paraphrase it before post it through web blog.</p>	<p>a. Be verb (simple present 2) - Affirmative (+) and negative (-)</p>	<p>a. Recognizing the use of appropriate vocabulary on science and technology.</p> <p>b. Illustrating attitude toward science and technology.</p> <p>c. Giving information about the science and technology.</p>

			<p>Social interaction: Students explain in front of class about science and technology.</p> <p>Review: Language game: Crossword puzzle games</p>		
13	Eleven: People professions	Employment	<p>Skill Getting: Content: Writing practice with topic about people employment and its feature as well as students' dream employment.</p> <p>Vocabulary snapshot: learning vocabulary related to employment.</p> <p>Pair practice: write about students' dream employment and shared with pair.</p> <p>Skill Using: Functional activity: Read journal or book about employment.</p> <p>Social interaction: Students explain in front of class about students' dream employment.</p> <p>Review: Language game: Crossword puzzle games</p>	<p>a. Be verb (simple present 2) - Affirmative (+) and negative (-)</p>	<p>a. Recognizing the use of appropriate vocabulary on employment.</p> <p>b. Giving information about employment and its feature.</p>
14	Twelve: Good education	Education	<p>Skill Getting: Content: Writing practice with topic about college</p>	<p>a. Be verb (simple present 2) - Affirmative (+)</p>	<p>a. Recognizing the use of appropriate vocabulary on</p>

			<p>educational issue and system in Indonesia compared to the Asia, Europe, and USA.</p> <p>Vocabulary snapshot: learning vocabulary related to education.</p> <p>Pair practice: write about college educational system and shared with pair.</p> <p>Skill Using:</p> <p>Functional activity: Read journal or book about education.</p> <p>Social interaction: Students explain in front of class about educational system in Indonesia.</p> <p>Review:</p> <p>Language game: Crossword puzzle games</p>	and negative (-)	<p>education.</p> <p>b. Giving information about educational system in Indonesia.</p>
15	Thirteen: Listen to the law and order	Law and order	<p>Skill Getting: Content: Writing practice with topic about law and order as well as the way to carryout law and order.</p> <p>Vocabulary snapshot: learning vocabulary related to law and order.</p> <p>Pair practice: write about the way to carryout law and order and shared</p>	<p>a. Action verb (simple past 1)</p> <p>- Affirmative (+) and negative (-)</p>	<p>a. Recognizing the use of appropriate vocabulary on law and order.</p> <p>b. Illustrating attitude toward law and order.</p> <p>c. Giving information about law and order in Indonesia.</p>

			<p>with pair.</p> <p>Skill Using:</p> <p>Functional activity: Read journal or book about law and order.</p> <p>Social interaction: Students explain in front of class about the way to carryout law and order in Indonesia.</p> <p>Review:</p> <p>Language game: Crossword puzzle games</p>		
`16	Test	Final test	-	-	-

c) Developing Instructional Materials

Developing instructional materials comprised with lesson plan of writing course three and instructional material for speaking course one.

(1) Lesson Plan of Writing Course

Brown in Kaharuddin purposes six essential elements of a lesson plan should be namely;

- a. Goals;
- b. Objectives;
- c. Materials and equipment;
- d. Procedures;
- e. Evaluation; and
- f. Extra-class work.

The lesson plan design as adapted from (Yassi & Kaharuddin, 2018) could be illustrated as follows;

Table 4.18: Course General Description

Course General Description	
Subject	Writing
Study program	English Education
Level	Intermediate
Semester	Five (5)
Course aims	<ol style="list-style-type: none"> 1. To help the students write effectively and correctly in English by developing the students' ability in content, language use and mechanics, vocabulary, and organization of writing course. 2. To prepare students have a good basic foundation in speaking which enables them to produce good and correct writing.

Course objectives	<ol style="list-style-type: none"> 1. Students are able to write about the environment around them as well as able to describe and illustrate about their own preference and attitudes towards their environment. 2. Students are able to explain through writing about the impact of globalization. 3. Students are able to explain through writing about their families using vocabulary for family members, as well as able to describe and illustrate their family members. 4. Students are able to explain through writing the importance of education, education issues, as well as their experience through studying. 5. Students are able to explain and identify through writing about kinds of science that they preferred to learn about and able to explain through writing the relation among science and technology as well as its advantages and disadvantages. 6. Students are able to explain kinds of health issues that they often faced or experienced as well as the cause of those health problems.
Language focus	<ol style="list-style-type: none"> 1. Content 40% 2. Language use and mechanics 40% 3. Vocabulary 20%
Activities	<ol style="list-style-type: none"> 1. Learning writing by interactive writing; 2. Learning writing by guided writing; <p>Vocabulary</p> <ol style="list-style-type: none"> 1. Memorizing the vocabulary; 2. Reading and applying the vocabulary; 3. Jotting down the vocabulary from list; <p>Content</p> <ol style="list-style-type: none"> 1. Brainstorming
Media	Web Blog
Time	2×45 minutes = 90 minutes (one session)

Table 4.19: Lesson Plan

Lesson Plan One	
I. Subject	Writing / Paraphrase
II. Unit	One (family and children)
III. Topic	My family
IV. Time	90 minutes
V. Course description	This course prepares to be able to write about their family effectively and correctly in English by developing their writing content, language use and mechanic, and vocabulary.
VI. Course objectives	After completing the course the students are able: 1. To describe and illustrate their family members. 2. To paraphrase passage about family
VII. Materials and equipment	1. Smartphone; 2. Laptop; 3. Data quota.
VIII. Procedures / activities: (60 minutes)	
1. The teacher explained the definition of paraphrase (5 minutes).	
2. The teacher explained about the rule of paraphrase (10 minutes).	
3. The teacher linked paraphrase with the family topic and explain the language features to talk about family such vocabulary, language use and mechanics (15 minutes).	
4. To make the students were able to use the phrases and the vocabulary, before conducting paraphrase, the students were asked to write about their family members (10 minutes).	
5. The students were given passage related to the family topic to be paraphrased (20	

minutes).
IX. Evaluation (20 minutes)
<ol style="list-style-type: none"> 1. The researcher were checking and assessed the students' paraphrase results with giving the students some comments related to the students' work (10 minutes). 2. The researcher gave the students games with asking them randomly about the rule of paraphrase (10 minutes).
X. Extra-class work (10 minutes)
<ol style="list-style-type: none"> 1. The researcher explains the grammar rule which had been used in the topic such as pronoun, adjectives and so on. 2. The researcher gave the students extra-class work to do at home in the form of exercise the grammar rules and vocabulary.

(2) Instructional Material for Writing Course

Materials in this research, refers to anything (e.g. linguistic, visual, and auditory) which can be used to facilitate the learning of a language, to inform learners about the language, to provide experience of the language for themselves. The instructional materials were developed based on the needs analysis results which had previously been transformed into syllabus and lesson plans (Yassi & Kaharuddin, 2018). Kaharuddin further described that the organizational structures of the instructional materials were planned by units in which each unit represents a topic and consist of three lessons. Those were lesson A: skill getting, lesson B: skill using, lesson C: review. The clearly organization of instructional materials for writing could be seen as adapted from Kaharudddin's book (Yassi & Kaharuddin, 2018) below:

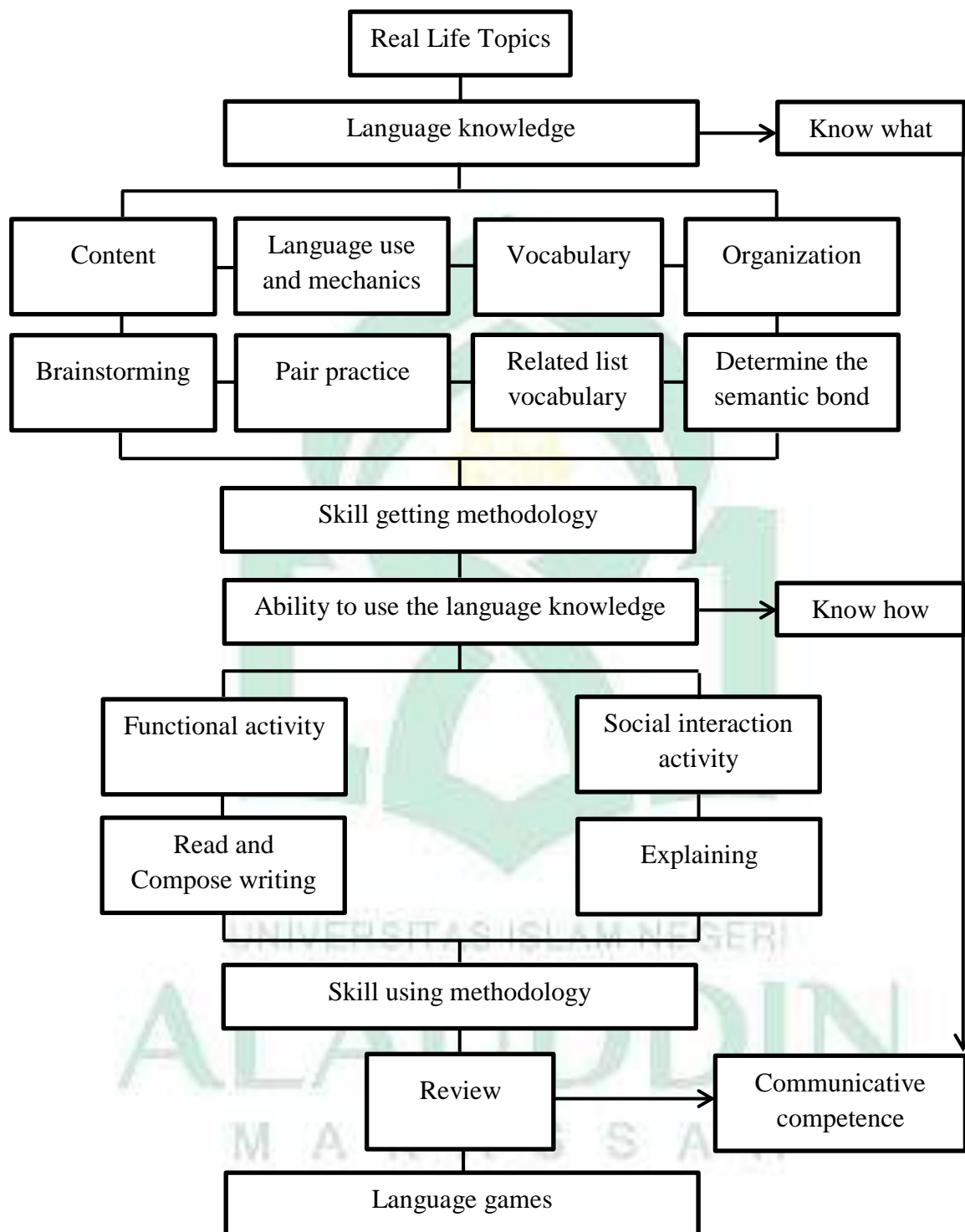


Figure 4.2 Organizational Structures of Instructional Materials

Lesson A: skill getting was aimed at preparing and equipping the students with specific elements of knowledge which compose communicative ability for later communication. Lesson B: skill using made effort to bridge the gap between the students' knowledge of linguistic forms and the ability to talk about a particular topic. Lesson C: review was aimed at measuring how much the students had learnt in certain given unit (Yassi & Kaharuddin, 2018). Therefore, the materials design of this research could be clearly seen on the appendix III.

b. Analyzing 10 Web Blog Sites Performance

The early phase before designing the web blog, the researcher collected some of previous web blog sites that had been used in the field of education. It was aimed at helping the researcher in developing good web blog for students of English Education Department in terms of English writing materials.

The researcher collected 10 sites of web blog that used in the field of education collected from both domestic and international and web blogs that were used by English lectures. Some of these web blog contained English education study program, mathematics and others. The researcher conducted analysis through all the 10 web blogs as a reference for the web blog development by finding out how the layout structure of the web blogs, how did the web blog background display, the systematic arrangement of materials and others. From the analysis outcomes, the researcher found that most of the web blogs were intended for teenagers to adults so that they used one basic color with one color dominating in the background display.

	the content and adjust the reader.																			
--	------------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Information:

Y = Yes

N = NO

(-) = Does not contains the intended features

Information name of those 10 websites were:

- A.** <http://primarygraffiti.blogspot.com/>
- B.** <https://theinteractiveenglishclassroom.blogspot.com/>
- C.** <https://buggyandbuddy.com/>
- D.** <https://agendaweb.org/>
- E.** <https://www.zenius.net/>
- F.** <http://www.resourceaholic.com/>
- G.** <https://www.wardayacollege.com/>
- H.** <http://epencil.edublogs.org/>
- I.** <http://mirai-future.blogspot.com>
- J.** <http://kuliahactionresearch.blogspot.com>

The layout that was used on the 10 web blogs generally appeared with a side bar with some widgets such as popular posts, about the writer, etc. The materials were appeared on the post page section form the latest to the oldest. The materials page mostly appear with one picture on the top of the post section and text under that picture with fonts' size and types that tends to be static with black and medium size. The materials were arranged neatly with several links that can connect the page that

was being opened to the support page that might be needed by the students. Some of this web blogs sites were intended for children, the web blog look more colorful with more than one picture than the blogs which was intended for teenager to adults. Hence, based on the need analysis outcomes of the 10 web blog sites performance, the researcher decided to design the web blog as good as possible based on the features and designs that used mostly on the 10 web blog sites.

2. Design

In designing, there were two steps that conducted such as designing web blog and designing writing materials on the web blog.

a. Designing Web Blog

In developing the web blog as instructional media of learning the researcher had been going through several processes. The process of developing the web blog started from analyzing some of web blog sites continued with choosing the web blog platform, buying a domain name from an online domain name and making a Google Drive account as storage.

The 10 web blog sites, was used as the reference for the researcher to develop the researcher's web blog design by assessing all the features that involved on the 10 web blog sites. Then, starting to develop the web blog, choosing a web blog platform became one of the important things. The platform provider that the researcher decided to use was *Blogger* as a platform for the web blog. Besides web blog platform, it was needed to choose and to buy a domain name from an online provider

to make the web blog became more professional as its domain name became shorter and made the web blog protected from unilateral removed, the risk that could be obtained by using a free domain. Before buying domain name, the researcher used *Blogger*, a free domain, part of *Blogger* that was used at the first address of the web blog. So the first address of the web blog was going to be *eeduinamlogger.blogspot.com*.

In order to make the web blog became more professional as its use in the field of education, the researcher bought a domain name from *RumahWeb*, an online domain name provider. The new address of the web bog was *eeduinamlogger.com*. The other important software that was used on this research was Google Drive.

Google Drive became the storage which was used to collect students' tasks before posted it to the web blog in shape of Microsoft Word. The use of Google Drive allowed the students to post their writing that they made on Microsoft Word to the web blog by using Google Drive as the intermediary. Students should post their task to the web blog in form of Microsoft Word and did not write on the web blog directly it was meant to streamline students' writing and web blog page.

After all the process that had been passed the researcher started to develop the web blog including the materials that needed. The design of the researcher's web blog as follows:

1) Background

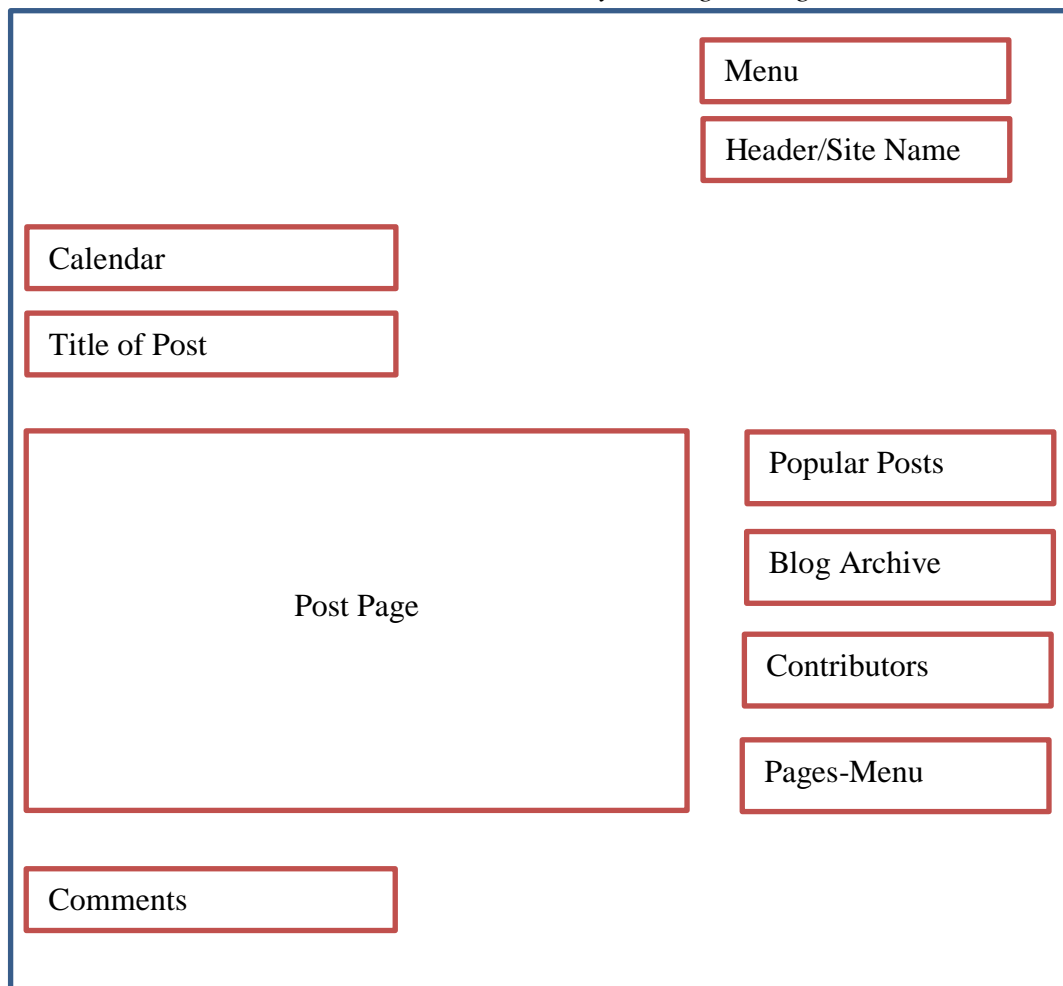
The analysis outcomes of the 10 web blog made the researcher decided to design the web blog using free background that had one picture which can illustrate its use in the field of education. The background that used was dominated by one color with some widgets on the side bar.



Figure 4.3 Background Page of the Web Blog

2) Layout

The researcher did not use many features to put on the web blog to avoid the students' focus being disturbed. In the top right hand of the web blog there were several menus followed by header or site. In the post page there were calendar, the post title and following by a picture and the content of the page then comment on the bottom of the page. The research also used sidebars which were contained popular post, blog archives, contributor, and pages-menu. Paper-based prototype design of the general layout:

Table 4.21: *General Layout Page Design*

3) Menus

There were three main menus and three supporting menus that used in this researcher. The main menus were home, materials and tasks. The supporting menus were the part of “tasks menu” which contained task 1, task 2, and task 3.

a) Home

Home menu involved “introduction” as the title and contained information about the researcher, explanation about the menus of the web blog and explanation about what to next on the web blog.

b) Materials

Materials menu contained the table of the base competence and achievement indicators, the materials that shaped on table and provided buttons to click to find out the material clearly.

c) Tasks

Tasks contained explanation, and tutorial as guidance for the students in posting their tasks. The tasks supporting menus involved three menus they were task 1, task 2 and task 3.

Task 1 was used as a trial for the initial use of the web blog and the outcomes showed that the post results of some students' who were writing paraphrase directly on the web blog page was considered less effective. The outcomes of the writing, was posted by 3 students only which was able to make the web blog page became inefficient. The reason was because the page that used was too long down especially if there were 15 students who posted their writing on the page. So that, the researcher revised the web blog by finding a way to streamline the web blog page but did not reduce the quality of the students' writing.

The researcher used Google Drive as storage. The researcher also provided the tutorials on the tasks page to guide the students on how to post their writing. The students who were involved in one-to-one should post their writing on the task 2 page while the students who were involved in small group evaluation should post their writing on the task 3 page. The clearly procedures or tutorials about how to post the students' writing was able to find on the above of the tasks menu, task 1, task 2

and task 3 pages by clicking the link that was provided.

Therefore, design as the first steps before going through to prototyping stage was called first prototype. All the design outcomes were also known as the first prototype.

b. Designing Writing Materials on the Web Blog

In designing the writing materials that put on the web blog, the researcher should analyze the students' need that because the materials that would be put on the web blog should be appropriate with the students' need. Designing and developing materials is initiated by choosing the topics and mapping the materials to be developed (Nurpahmi, 2014). There are three main procedures to do of developing the course materials. Those procedures were:

- 1) Mapping out the course in terms of sections or instructional blocks.
Instructional block represents the instructional focus of the course which may be very specific in a single lesson or more general in a unit of work consisting of several lessons. The representation of the instructional block can be initially by writing a lesson plan as a road map for a class session;
- 2) Composing the instructional materials or text book for the course based on the stipulated lessons plans;
- 3) Getting experts of English Language Teaching (ELT) to review the prototype of the developed instructional materials (Yassi & Kaharuddin, 2018).

Writing base competence, achievement indicator was taken from English Education Department base competence. They were all placed on the “materials” menu of the web blog. The teaching materials will be appearing by click on the blue button right under the writing base competence, achievement indicator and learning materials page. The material was posted on the posting section equipped with certain links that students may need. The link was provided in order to help the students to find out more examples that they may need. Paper-based prototype design of the materials as follows

Table 4.22: *Learning Materials Page Design*

		Menu				
		Header/Site Name				
Calendar						
Title of Post						
(Table of Writing and Reading Base Competence and Achievement Indicator) <table border="1"> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>						Popular Posts
(Button of Paraphrase and Review Materials) <div></div> <div></div>		Blog Archive				
		Contributors				
		Pages-Menu				
Comments						

3. Evaluation

Evaluation that was conducted in this research was formative evaluation, there were several steps that should be carried out such as expert validation one-to-one evaluation and small group evaluation. Yaumi in his book gave additional steps in conducting formative evaluation that called limited consideration which involved proofreaders (Yaumi, 2013). Proofreaders were important before giving validity sheet to the experts to be judge, conducting one-to-one evaluation and conducting small group evaluation.

a. Proofreaders

In terms to get quality assurance for this research, the researcher took some friends who were considered to have the ability to become proofreaders for the web blog it was aimed at avoiding technical mistakes. This step was called limited consideration. Limited consideration is an overview of the overall systems' components that the developers undertake by involving colleagues and those who are thought capable to assess the technical mistakes as proofreaders (Yaumi, 2013). The two proofreaders' outcomes as follows:

Table 4.23 *Proofreader's 1 outcomes*

Pages	Original	Revised Results
Home Page	We made this web blog for conducting our research.	We made this web blog to conduct our research.
	We meant to develop a media that we think it will have ...	We intend to develop a media that we believe it will have...

	The title of our research are:	In this blog, we have two researches title, the title of our research are:
	Home as introduction page ...	Home as an introduction page
	If you have been going through to the login steps you will bring to the ...	If you have been going through to the login steps you will take to the ...
	After you finished you writing...	After you finished your writing...
Tutorial Page	I believe that if you open this page it's mean ...	I believe that if you open this page it means ...
	We enclose picture for you hope it will help you...	We enclose picture for you in hope it will help you...
	...the first step require you to enter the web blog with using your own E-mail and the second step require you to log in to the web blog use the EEDUINAMLOGGER E-mail.	...the first step requires you to enter the web blog by using your own E- mail, meanwhile the second step requires you to log in to the web blog by using the EEDUINAMLOGGER E-mail.
	The display may seen like this...	The display may look like this...
	...if it is not the account that you use on this class blog you may choose “add account or log out” to	...if it is not the account that you use on this class blog you may add another account by clicking “add

	change it.	account” or you can replace the previous account with your class blog account by clicking “log out”.
	The reason why we think we should give you another step...	The reason why we believe we should give you another step...

Table 4.24 Proofreader's 2 outcomes

Pages	Original	Revised Results
Home Page	With the researcher name Nurfadilah Rahman and Nur Devitasyari...	As the researcher I am Nurfadilah Rahman and I am Nur Devitasyari...
	After that, as you see in ...	After that, as you seen in
	Home as an introduction page provide you prior information...	Home as an introduction page provide you the prior information...
	Materials contains explanation...	Materials page contains explanation...
	Tasks menu bar is divided into three sub menu...	Tasks menu bar are divided into three sub menu...
	... if you are chosen as students of “one-by-one evaluation” so you should write down your task in task 1.	... if you are chosen as students of “one-by-one evaluation” you should write down your task in task 1.

	Don't worry you only need to give your e-mail name to the instructor who will invite you to the class web blog that enable you to join...	Don't worry you only need to give your e-mail name to the instructor who will invite you to the web blog class that enable you to join...
	If you are still confused of using the web blog here we provide you the steps to join the class web blog.	If you still confuse in using the web blog here we provide you the steps to join the web blog class.
Tutorial Page	Welcome back to our class web blog.	Welcome to our web blog class
	It may seen like this:	It might be seen like this:
	In some case if you were typing...	In some cases if you were typing...
	...you only need to click (ctrl+C) and paste (ctrl+V) on Microsoft word.	...you only need to click copy (ctrl+C) and paste (ctrl+V) on Microsoft word.
	The display may seen like this.	The display might be seen like this.

The proofreaders outcomes showed that the web blog required some revisions related to the grammatical errors, some words need to be changed to fit it with the context of the sentences that were needed and some sentences need to be removed because they contain repeated explanations. Hence, based on the proofreader's comments and suggestions the web blog were revised in the parts that need to be revised.

b. Validation

Validation comprised of two stages. Those stages were expert validation and students' assessment toward the effectiveness of the web blog.

1) Expert Validation

Expert validation was aimed at finding the weaknesses of the web blog such as the inaccuracy contents, designs and layouts. Choosing expert ELT teachers should be pay attention on several attributes. Richards and Farrell in Kaharuddin stated that expert ELT teachers must had the following characteristics that can help to distinguish them from inexperienced teacher; a rich and elaborate knowledge base, ability to integrate and use different kinds of knowledge, ability to make intuitive judgments based on past experience, desire to investigate and solve a wide range of teaching problems, deeper understanding of students' needs and students learning, awareness of instructional objectives to support teaching, better understanding and use of language learning strategies, greater awareness of the learning context, greater fluidity and automatically in teaching, greater efficiency and effectiveness in lesson planning (Yassi & Kaharuddin, 2018)

In choosing an expert the researcher did not choose it directly instead the expert validator was appointed by the university's unit testing and assessment center. There were two experts that were involved to validate the web blog.

In measuring the validity of the web blog the experts were given validity questionnaires sheets and the address of the web blog that had been designed. The

validity sheet made based on web quality assessments that involves three aspects of usability, information and design (Barnes & Vidgen, 2003). Below was the expert validation questionnaire adapted from Barnes and Vidgen (Barnes & Vidgen, 2003) as follows:

Table 4.25 *The Experts' Validation Outcomes*

Indicators	Items	Assessments					Percentage (%)	Comments / Suggestions
		5	4	3	2	1		
Usability	I find the site easy to learn to operate.		1	1			70%	
	My interaction with the site is clear and understandable.		2				80%	
	I find the sited easy to use.		1		1		60%	
	The site has an attractive appearance.		1		1		60%	
	The design I appropriate to the type of site.		1		1		60%	
	The site conveys a sense of competency.		1		1		60%	
	The site creates a positive experience for me.		1		1		60%	
Information Quality	Provide accurate information related to the instructions and the English writing materials.		1		1		60%	There are many grammatical mistakes.

	Provide believable information related to the English writing materials.	1		1		60%	
	Provides timely information related to the English writing materials.	1		1		60%	
	Provides relevant information related to the English writing materials.	1		1		60%	
	Provides easy to understand information related to the instructions and the English writing materials.	1		1		60%	Need more clear explanation.
	Provides information related to the instruction and the English writing materials at the right level of detail.	1	1			70%	
	Presents the information related to the instructions and the English writing materials in appropriate format.	1	1			70%	
Design	The color combination used on the web blog is	1		1		60%	

	interesting.							
	The color use on the web blog does not disturb the English writing materials presentations.		1		1		60%	
	The visual design of the web blog is generally interesting.		1		1		60%	
	The election of font and clarity of the text on the web blog is convenient.		1		1		60%	
	The English writing materials design on the web blog seems to be interesting.		1		1		60%	
	The web blog designs fulfill the needs of pedagogical especially in English writing materials.		1		1		60%	

Table 4.26 *The Results of the Experts Validation*

No.	Indicators	Grade	Ket
1.	Usability	64.28 %	Valid
2.	Information Quality	62.85 %	Valid
3.	Design	60 %	Valid
Average		62.37 %	Valid

Analysis outcomes consist of three indicators of web blog quality assessments which indicated that the validity of web blog was 62.37 % (Valid). All indicators of usability, information quality and design were categorized as valid. It meant that based on the experts' judgment web blog was ready to apply as the valid result of the web blog assessments.

2) Students' Assessment toward the Effectiveness of the Web Blog

Besides using validity questionnaires which was addressed to two experts, the researcher was also gave the students' post questionnaire in assessing the web blog quality. The students were given questionnaire after the treatment with aimed at measuring the effectiveness of the web blog. If the questionnaire showed that web blog was effective to be used, it was meant the web blog was valid to be applied from the point of the students' view. The questionnaire outcomes as follows:

Table 4.27 *The Outcomes of the Students' Post Questionnaire*

No	Items	Scale					Score	
		5	4	3	2	1		
1.	I like to learn using media that involved technology.	2	5	4	3	1	65.3%	A
2.	I like to learn English writing materials by using web blog.	1	6	5	3	0	66.6%	A
3.	The design of the web blog was able to improve my enthusiasm in learning English writing materials.	1	5	8	2	0	65.3%	A

4.	The design of the web blog was able to make me to be more focus on the learning process.	1	4	8	2	0	65.3%	A
5.	Using the web blog in learning English writing materials made me to be more confidence to show the results of my writing.	1	7	7	0	0	72%	A
6.	The language that used on the web blog made me easier to understand the materials.	4	5	3	3	0	73.3%	A
7.	Learning by using the web blog was a good way for me in learning English writing materials.	1	6	5	3	0	66.6%	A
8.	The web blog features was attractive which was able to grab my motivation on learning.	2	3	6	3	1	62.6%	A
9.	I did not like to learn using media that involved technology.	1	5	4	2	3	58.6%	N
10.	I did not like to learn English writing materials by using web blog.	3	3	3	3	3	60%	A
11.	The design of the web blog could not improve my enthusiasm in learning English writing materials.	2	4	5	1	3	50.6%	N
12.	The design of the web blog could not make me to be more focus on the learning process.	2	7	5	1	0	73.3%	A
13.	Using the web blog in learning English writing materials could not make me to be more	2	8	3	2	0	73.3%	A

	confidence to show the results of my writing.							
14.	The language that used on the web blog did not make me easier to understand the materials.	2	7	2	2	2	66.6%	A
15.	Learning writing by using web blog was not a good way for me to learn English writing materials.	2	6	3	2	2	65.3%	A
16.	The web blog features was not attractive so it could not grab my motivation on learning.	3	5	4	1	2	68%	A
Average		N = 15					65.7%	A

Based on the questionnaires outcomes, the researcher was able to claim that web blog is an effective media for the students of English education department. The students questionnaire outcomes, indicated 65.7% grades, where meant the subject mostly agree the questions of the questionnaire which asking about whether the web blog was effective or not for them.

c. One-to-One Evaluation

One-to-one evaluation was aimed at conducting students' evaluation to identify various errors that was found in the learning process then eliminate or correct it (Yaumi, 2013). In conducting one-to-one evaluation, the researcher was gave the students tasks that required them to paraphrase the passages that were given to them. From the results of the one-to-one evaluation there were several things that become supporting points, those were; most of the students had high enthusiasm in

learning English writing materials by using web blog. Web blog made the students learn easier, this was related to the intensity use of gadget of the students were very high. Most of the students' time with gadget was wasted on social media so that they became more enthusiasts to learn using web blog to take advantage of their time with gadgets by learning. The other impact of the use of web blog on the students was that they were able to access the learning materials without being limited by the time so that it was able to enhance the students' enthusiasm in learning and made them easier to finish their tasks before the deadline time.

Applying the web blog for the students of English Education Department was running good because of several supporting factors such as; each of students had a smartphone and some of them had a laptop that made them easy to access the web blog. The material was designed as well as possible to make the students easier in understanding and doing their tasks. However, there are several obstacles faced such as the use of web blog for teaching for the students was something new for them. Initially, the students had difficulty in post their tasks but then with the help of the researcher and the written tutorials on the web blog the obstacle was able to be overcome properly.

In addition, the other factors that became another obstacle were the network. Applying web blog as a media for learning made the researcher should provide a strong enough of internet network connection so that all the students could access the web blog through their smartphone or laptop. Finding a place that had strong Wi-Fi

connection and had a comfort place for learning was also recommended for the sustainability of the learning process.

d. Small Group Evaluation

White and Branch in Yaumi stated that Small group or pilot testing is the process of assessing instructional materials with end users in the actual learning environment, prior to the implementation of the instruction, and provides empirical support regarding the efficacy of the proposed instruction. The main purpose of the small group is to determine the effectiveness of the change that happened in the one-to-one evaluation, and to identify the other problems that may arise in the students (Yaumi, 2013). Mostly, each students had a high enthusiasm to learn English writing materials using the web blog. It was shown by the students were able to complete their first week tasks before class starts in the second week. Besides that, the amount of funding that was needed; for outside classroom used each student had their own smartphone and internet accessed so it did not burden them in accessing the web blog. However, for classroom used, the researcher need to prepare internet networks either from Wi-Fi or internet quota, this probably require additional costs.

B. *Discussions*

The result of this research showed that based on the process that had been done web blog based English writing materials was very convenient for students of English Education Department. That could be seen based on all the stages that had been going through. Each of those stages had its own objectives which gained more information in developing the English writing materials through web blog. The stages that were conducted in this research were based on the development research method. Choosing development research method was aimed at helping the development of English writing materials through web blog for students of English Education Department with an acceptable way as its usage in the field of education. So that, the usage of web blog would be able to be accepted and to be applied of the teachers as a media in teaching English writing materials in the future.

In development research, formative evaluation act as the key activity. The main reason for this central role was that formative evaluation provided the information that fed the cyclic learning process of developers during the subsequent loops of a design and development trajectory. It is most useful when fully integrated in a cycle of analysis, design, evaluation, revision, et cetera, and when contributing to improvement of the intervention (Van Den Akker, Branch, Gustafson, Nieveen, & Plomp, 2012). So that, the cycles or processed that were conducted in this research were also based on the analysis, design and evaluation cycles. In addition, evaluation that was conducted in this research was based on formative evaluation. In conducting

formative evaluation, there were three basic stages that should be involved. Those stages were one-to-one evaluation, small group evaluation and field tests. Therefore, in conducting formative evaluation, there were several procedures that emphasized such as limited review, expert validation, one-to-one evaluation, small group evaluation, and field test (Yaumi, 2013). However, field test, would not be conducted in this research. This was due to the limitation of time and fund.

As there were three cycles or processed that were conducted in this research, that meant all the three cycles' outcomes should be provided to make this research valid. First were the analysis which comprised of two parts, they were students' need analysis and 10 web blog sites performance analysis. Before conducting the need analysis, the researcher conducted observation to gain more information as additional information to the need analysis outcomes. The observation outcomes showed that the students of English Education Department were at the level of saturation in learning English writing materials so students were needed new innovations in learning.

The researcher assumed that the students tend to need a new technological based media as a new innovation for them in learning English writing materials. The reasons were first, students live in technology era, so the usage of technology was in very high level. There was no day without using technology such smartphone, laptop and the others. Spending much time with technology had already a daily routing for people nowadays include the students of English Education Department. This was also revealed by Wahyudi and Sukmsari who stated that mobile phone and internet as

part of technology that we could not doubt was sophisticated, now it had become an inseparable part of teenagers' lives. Today's teenagers had cellphones and no days without holding cellphones (Wahyudi & Sukmasari, 2018). That was the first reason for the importance of using new technological based media in learning writing for students of English Education Department at State Islamic University of Alauddin Makassar.

The second reason was learning saturation which became one of the main reasons that lead the researcher to find a way to increase the students' motivation in learning English writing materials. Related to the students' learning motivation, Angkowo and Kosasih stated that motivation in students was important as a determinant of learning success (Angkowo & Kosasih, 2007). Furthermore, Hamdu and Agustina stated that learning motivation and students' learning achievement had a significant influence on their subject so that they concluded that there was an effect of learning motivation on the students' learning achievement (Hamdu & Agustina, 2011). Therefore, in overcoming learning saturation, the researcher assumed that the use of technology based media tended to be better. The reason was conventional media such as writing in a piece of paper tends to be done often. Things which are often to be found makes people get bored quickly. It did not rule out the possibility of using the technology and information in terms of education such as the utilization of web blog in writing subject.

The reasons of choosing web blog as the technology based media in learning writing was basic skill that was often encounter on the web blog was writing. The

article or even a materials that was found on the web blog was made firstly by writing, so web blog had a high relation and possibility to help in increasing the students' writing achievement as its usage that needed writing process. Besides that, the other reason for the researcher choosing web blog as a technology based media that would be used in the learning process, web blog not only able to provide the English writing materials that needed but also as a place for students to practice and to publish their writing at the same time.

Web blog provided various opportunity to both the teacher and the students in terms of writing. Vurdien asserted that blogs improved writing skills in particular tasks, fostered collaboration and helped to understand the effect of the learners' feedback (Vurdien, 2013), whereas Hashemi and Najafi noted that blogs had enormous usage in teaching writing in the EFL context (Hashemi & Najafi, 2011). Finally, Arslan and Kizil found that blog-oriented writing might had a significant effect on developing students' writing performance. Looking at the several previous researcher which proved that web blog was effective media to improve the students' writing performance, so that the researcher with the aim of facilitating the web blog usage in teaching and learning English writing materials for students of English Education Department, the researcher should conduct a research.

The need of using technology based media in learning writing materials was described by the students through the questionnaire that was given to them. The students' need analysis outcomes showed that in terms of learning needs the students still had fair ability through the fourth writing components such as language use and

mechanics, vocabulary, content, and organization. So that, it meant, all the writing components should be the priorities for the students to be learnt. Besides, choosing real life topics and its basic grammar items was also needed to put on the English writing materials that would be put on the web blog.

In terms of learning needs, the need analysis outcomes showed that the students faced some problems in learning writing that were divided into three parts such as psychological problems, insufficient knowledge of the topic, and problem of limited linguistics resources. To solve those problem the students chose several ways such as in learning vocabulary the students preferred learning by memorizing, reading and applying, jotting down the vocabulary from list, and according to the topics. In learning content the students preferred to learn by using paraphrasing, getting feedback, reading from examples, brainstorming and imitating others' writing. Meanwhile, in learning language use and mechanic the students preferred learning by using inductive and deductive approach. Moreover, the students was also chose learning style for them to be used in learning English writing materials such as learning writing by interactive writing, guided writing, modeled writing, independent writing and learning writing by using technology based media.

After gained the information related to the students linguistic and learning needs, as Kaharuddin explanation that all information associated with both the students' linguistic need and learning need was analyzed and then drawn up to identify the overall needs required for the syllabus and course contents. The information of the overall need was then used to formulate the aims and objectives of

the course design (Yassi & Kaharuddin, 2018). The course aims and objectives were then used as a basis to develop the course syllabus. Then course syllabus was used to make lesson plan and teaching materials that were developed based on the lessons plan. The outcomes of students' need analysis questionnaire as well as the syllabus and materials that were developed in this research could be seen in finding section of chapter IV.

Meanwhile, analysis 10 web blog performance was conducted by collecting 10 web blog sites that used in the field of education. The researcher conducted analysis through all the 10 web blogs as a reference for the web blog development by finding out how the layout structure of the web blogs, how did the web blog background display, the systematic arrangement of materials and others. The 10 web blog sites outcomes showed that the layout that was used on the web blogs generally appeared with a side bar with some widgets such as popular posts, about the writer, etc. The materials were appeared on the post page section from the latest to the oldest. The materials page mostly appear with one picture on the top of the post section and text under that picture with fonts' size and types that tends to be static with black and medium size. The materials were arranged neatly with several links that can connect the page that was being opened to the support page that might be needed by the students. Some of this web blogs sites were intended for children, the web blog look more colorful with more than one picture than the blogs which was intended for teenager to adults. All thus finding would be used to design the researcher's web blog.

The second, cycle was design. Design of this research was comprised of designing the web blog that would be used in this research and designing the teaching materials on the web blog. The web blog that was design as a learning media was provided several menus to streamline the web blog page and to make it easier for students to find the pages that they need. After that in measuring the web blog quality, the researcher gave the web blog prototype to the both of the experts to be evaluated, the result of the expert judgment made the web blog need several revised before applying the web blog to the students of English Education Department. In addition, the web blog should be designed and assessed by taking into account the assessment aspects of the web blog quality assessment. The web quality assessments involves three aspects of usability, information and design (Barnes & Vidgen, 2003).

The third cycle was evaluation. Evaluation in this research was only limited in formative evaluation. Formative evaluation in terms of the expert validation outcomes showed that the web blog was indicated valid as the validity of the web blog reached 62.37 %. Besides that, the web blog was also categorized as an effective media as the questionnaire that were given to the students reached 65.7% which meant the web blog was effective for the students of English Education Department. This was also described on Yaumi's research outcomes which stated that models of English teaching material integrated with Information and Communication Technology were more effective than teaching material which do not integrated with Information and Communication Technology or traditional

learning (Yaumi, 2017). Furthermore, Zhang stated that blog was an effective tool for students to improve English writing on the basis of the general observation of features and its application in education (Zhang, 2009).

In another side, the one-to-one evaluation outcomes showed that there were several obstacles faced as the use of web blog for teaching for the students was something new for them. Initially, the students had difficulty in post their tasks but then with the help of the researcher and the written tutorials on the web blog the obstacle was able to be overcome properly. In addition, the other factors that became another obstacle were the network.

Obstacles in applying web blog in teaching writing was also faced by Artvianti, the previous researcher who stated that the students faced some challenges in using web blog in learning writing, those challenges were: (1) technical problems; (2) time management; (3) students' inability to point out mistakes done by their peers; and (4) plagiarism (Artvianti, 2013). Hence, before applying web blog as a media for learning researcher should provide a strong enough internet network connection so that all the students could access the web blog through their smartphone or laptop. Finding a place that had strong Wi-Fi connection and had a comfort place for learning was also recommended for the sustainability of the learning process. Thus challenges that the research faced in one-to-one evaluation should be solved to make the web blog could be applied in the small group evaluation stage, so that in the small group evaluation, similar problems could be overcome.

Furthermore, small group outcomes showed that most of the students had a high enthusiasm to learn English writing materials using the web blog. It was shown by the students were able to complete their first week tasks before class starts in the second week. Besides that, the amount of funding that was needed for outside classroom used, that each student had their own smartphone and internet accessed so it did not burden them in accessing the web blog. Artvianti in her research added that the advantages of using web blog were not only limited to the increasing students' learning motivation but also more than that classroom blog enabled the students to: (1) have a fun learning environment; (2) write easily; (3) get feedbacks from teacher and peers; (4) discuss more with friends and teacher outside classroom easily; (5) access more reference for students' writing; (6) get more motivation to write; (7) have their personal space to read and write in a community; and (8) build their analytical and critical thinking skill (Artvianti, 2013). However, for classroom used, the researcher need to prepare internet networks either from Wi-Fi or internet quota, this probably require additional costs.

Moreover, applying web blog for the students of English Education Department was running good because of several supporting factors such as; each of students had a smartphone and some of them had a laptop, it made them easy to access the web blog. Besides that web blog was not a common learning media for them, so it made them were really excited in learning. There was no limit time in accessing web blog was also enhanced students' enthusiasm in learning English writing materials that was the advantages of applying technology based media in the

learning process. This was also stated by Miarso that in the field of learning, technology was needed to reach the students wherever they were, serving a large number of those who had not had the opportunity to learn to be able to keep up with the developments and improving effectiveness and efficiency in learning (Miarso, 2004). Web blog was able to influence students' writing performance. This was also described by Aydin, the previous related researcher who was concluded that blogging positively affects learners' writing performance, their ability to monitor writing, their attitudes towards and perceptions of writing, and their interactions and participation in writing (Aydin, 2014). Hence, the researcher recommended to apply web blog as a technology based media to use in teaching and learning English writing materials.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusions as well as some suggestions of this research. Suggestions are taken based on findings and conclusions that gained in this research.

A. Conclusions

The conclusion of this thesis was taken from the existing data in this research that had been analyzed in the previous chapter. Based on the findings and discussions, the data that had been collected was able to conclude that:

1. The students' need analysis outcomes showed that in terms of learning needs the students still had fair ability through the fourth writing components such as language use and mechanics, vocabulary, content, and organization. So that, it meant, all the writing components should be the priorities for the students to be learnt. Besides, real life topics such as education, environment, technology, science etc. and its basic grammar items such as noun closes, passive form, comparative and superlative etc. were also needed to be provided on the English writing materials that would be put on the web blog. In terms of learning needs, the students' need analysis outcomes showed that the students faced several problems in learning English writing materials which divided into three parts such as psychological problems, insufficient knowledge of the topic, and problem of limited linguistics resources. To

solve those problem the students chose several ways such as in learning vocabulary the students preferred learning by memorizing, reading and applying, jotting down the vocabulary from list, and according to the topics. In learning content the students preferred learning by using paraphrasing, getting feedback, reading from examples, brainstorming and imitating others' writing. Meanwhile, in learning language use and mechanic the students preferred learning by using inductive and deductive approach. Moreover, the students was also chose learning style for them to be used in learning English writing materials such as learning writing by interactive writing, guided writing, modeled writing, independent writing and learning writing by using technology based media.

2. This research was begun with the researcher observation outcomes that showed the students of English Education Department were at the level of saturation in learning English writing materials so that the researcher assumed that the students were need new innovations in learning such the use of technological based media. Based on that issue, the researcher decided to conducted research to find out what the students really need in learning English writing materials and how were the processes in developing web blog based English writing materials. As the technology based media that were chosen by the researcher was web blog. In conducting this researcher the researcher used development research method which carried out three basic cycles. Those cycles were analysis, design and evaluation Analysis

stage comprised of two parts that were analyzing the students' need and analyzing 10 web blog sites that used in the field of education. The students' need analysis was conducted by giving questionnaires to the students, lectures of English Education Department, and stakeholders or graduates. The questionnaires then processed to gain information related to the students' learning needs and linguistic needs. That information would be used to develop syllabus and syllabus used to produce lesson plan and lesson plan used to make the writing materials. If the writing materials had been ready to be applied the next stage was designing. But, before designing the materials, analyzing 10 previous web blog sites that used in the field of education was needed as a reference in designing the web blog in terms of all the features that might be needed such as layouts, fonts, background and etc. Furthermore, design stages comprised of two parts such as designing the web blog and designing the teaching materials on the web blog. Moreover, after designing the web blog, evaluation were needed to measure the web blog quality. Evaluation that conducted in this research was formative evaluation which comprised of proofreading, expert validation, one-to-one evaluation, and small group. That all the steps to develop English writing materials through web blog for students of English Education Department at State Islamic University of Alauddin Makassar.

B. Recommendations

Based on the research findings, the researcher recommends that:

1. The lecture was expected to use web blog as a learning media which did not had accessed limit time and can be used either inside or outside the classroom to fill the free time of students and teachers.
2. In implementing web blog, the lecture should ensure that students had the facilities that needed such as laptop or even a smartphone. Internet network connection was also important thing that should be provided in the learning process that used web blog as a learning media.
3. Before implementing web blog, the lecture was expected to make strategy for some issue that may encountered in the learning process such as students may not pay attention well on the learning process and open another site that not related to the ongoing learning and many others.

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APPENDIX I

QUESTIONNAIRE

A. *Students' Need Assessment Questionnaires*

This need analysis questionnaire was adapted from Kaharuddin's book (Yassi & Kaharuddin, 2018) the questionnaire as follows:

INTRODUCTION

This questionnaire will be given to the students of English Education to provide information about the students' need. For this reason, I would heartedly appreciate if you could complete this questionnaire with honest answer. Thank you.

1. Personal Information

Some details of yours are highly needed here as follows:

What university do/did you belong?

What is your current/previous study?

What semester are you (if applicable)?

How old are you?

2. The outline of the current state about the participants' language need in the course

- a. How important do you think you learn writing skill as a student of English Education Department in the course?

Respondents	1	2	3	4	Mean
	Not Important	Less Important	Important	Very Important	
Students			4	11	3.73
Lectures of English Education Department				1	4.0

Graduates				2	4.0
Average					3.91

b. Below are some purposes of learning writing skill and in your perspective, how important are they for you in enrolling the course?

Purpose	Students (N =15)				Mean	Lectures (N=3)				Mean	Graduates (N=2)				Mean	Average of Mean
	1	2	3	4		1	2	3	4		1	2	3	4		
a. Demonstrating knowledge and understanding: Explanation or exercise			1	4	3.90			3		4.0				2	4.0	3.96
b. Building research skills: Literature survey, Methodology recount, or Research report			5	10	3.66			3		4.0				2	4.0	3.88
c. Developing powers of independent reasoning: Critique or essay			8	7	3.46			3		4.0			1	1	3.5	3.65
d. Writing for oneself and others: Event recount or public engagement			6	9	3.60			3		4.0				2	4.0	3.86
e. Preparing of				1	4.0			3		4.0				2	4.0	4.0

The Participants' Learning Needs

1. The outline of participants' learning problems

h. Based on your experience, what kind of challenges do you have while dealing with writing?

Writing Problems	Hardly Ever	Seldom	Often	Always	Mean
a. Lack of motivation			5	10	3.60
b. Lack of writing strategies			2	13	3.80
c. Rely much on L1 structure			1	14	3.90
d. Commit spelling errors				15	4.0
e. Commit mistakes in using capitalization and punctuation	2	5	6	2	3.60
f. Inadequate mastery of grammar				15	4.0
g. Lack of adequate vocabulary		3	2	10	3.40
h. Insufficient knowledge about organization of ideas		1	2	12	3.70
Average					3.70

2. Learning outline of participants' learning attitudes

Learning Preferences

i. With regards to learning vocabulary, how important do you think the following ways applied in the course?

Vocabularies Learning Preferences	Students (N=15)				Mean	Lectures (N=3)				Mean	Graduates (N=2)				Mean	Average of Mean
	1	2	3	4		1	2	3	4		1	2	3	4		
a. Memorizing the vocabulary			3	1 2	3.80	1			2	3.0		1	1		2.5	3.10
b. Reading and applying the vocabulary				1 5	4.0				3	4.0				2	4.0	4.0
c. Jotting down the vocabulary from list	2	1	2	1 0	3.33	1			2	3.0			1	1	3.5	3.27
d. According to the topics	3	4	5	3	2.26				3	4.0				2	4.0	3.42
e.																
f.																
Total Average																3.44

Learning Styles

1. The following are teaching methods in the course. How important do you think those methods in teaching writing?

Learning Styles	Students (N =15)				Mean	Lectures (N=3)				Mean	Graduates (N=2)				Mean	Average of Mean
	1	2	3	4		1	2	3	4		1	2	3	4		
a.Modeled writing	2	3	3	7	3.0				3	4.0				2	4.0	3.66
b.Shared writing	3	5	4	3	2.46				3	4.0				2	4.0	3.48
c.Interactive writing			5	10	3.66				3	4.0				2	4.0	3.88
d.Guided writing	1	1	1	12	3.60				3	4.0				2	4.0	3.86
e.Independent writing	2	3	6	4	2.80				3	4.0				2	4.0	3.60
f. The use of technological based media	1	4	4	6	3.0				3	4.0				2	4.0	3.66
g.																
Total Average																3.69

B. Students' Post Questionnaire

Directions :

1. You don't need to fill in the name and class in this sheet.
2. These questionnaires is meant to get the representation clearly about your motivation in learning English, especially in reading skill through a method or media which teacher used in English lesson during this time.
3. Please answer these questions below by giving (√) best on your conscience with the choices of answer as follow:

- 5 : Very Agree
 4 : Agree
 3 : Neutral
 2 : Dissagree
 1 : Very Dissagree

No	Items	Scale					Score	
		5	4	3	2	1		
1.	I like to learn using media that involved technology.	2	5	4	3	1	65.3%	A
2.	I like to learn English writing materials by using web blog.	1	6	5	3	0	66.6%	A
3.	The design of the web blog was able to improve my enthusiasm in learning English writing	1	5	8	2	0	65.3%	A

	materials.							
4.	The design of the web blog was able to make me to be more focus on the learning process.	1	4	8	2	0	65.3%	A
5.	Using the web blog in learning English writing materials made me to be more confidence to show the results of my writing.	1	7	7	0	0	72%	A
6.	The language that used on the web blog made me easier to understand the materials.	4	5	3	3	0	73.3%	A
7.	Learning by using the web blog was a good way for me in learning English writing materials.	1	6	5	3	0	66.6%	A
8.	The web blog features was attractive which was able to grab my motivation on learning.	2	3	6	3	1	62.6%	A
9.	I did not like to learn using media that involved technology.	1	5	4	2	3	58.6%	N
10.	I did not like to learn English writing materials by using web blog.	3	3	3	3	3	60%	A
11.	The design of the web blog could not improve my enthusiasm in learning English writing materials.	2	4	5	1	3	50.6%	N
12.	The design of the web blog could not make me to be more focus on the learning process.	2	7	5	1	0	73.3%	A
13.	Using the web blog in learning English writing	2	8	3	2	0	73.3%	A

	materials could not make me to be more confidence to show the results of my writing.							
14.	The language that used on the web blog did not make me easier to understand the materials.	2	7	2	2	2	66.6%	A
15.	Learning writing by using web blog was not a good way for me to learn English writing materials.	2	6	3	2	2	65.3%	A
16.	The web blog features was not attractive so it could not grab my motivation on learning.	3	5	4	1	2	68%	A
Average		N = 15					65.7%	A

3. Experts Validation Questionnaires

“Developing English Reading Materials through Web Blog for Students of English Education Department at State Islamic University of Alauddin Makassar”

Instructions:

- a. These questionnaires are meant to get clearly representation about the measure of quality by using Web Blog.
- b. Please answer these questions below by giving (✓) based on your conscience with the choices of answer as follow:
 - 5 : Very Valid
 - 4 : Valid
 - 3 : Fair
 - 2 : Poor
 - 1 : Invalid
- c. If you choose Fair (2) or Poor (1) please give your comment and suggestion in the column that has been provided.

Validator Name :

Institution :

Field Expert :

Indicators	Items	Assessments					Percentage (%)	Comments / Suggestions
		5	4	3	2	1		
Usability	I find the site easy to learn to operate.		1	1			70%	
	My interaction with the site is clear and understandable.		2				80%	
	I find the sited easy to use.		1		1		60%	
	The site has an attractive appearance.		1		1		60%	
	The design I appropriate		1		1		60%	

	to the type of site.						
	The site conveys a sense of competency.	1		1		60%	
	The site creates a positive experience for me.	1		1		60%	
Information Quality	Provide accurate information related to the instructions and the English writing materials.	1		1		60%	There are many grammatical mistakes.
	Provide believable information related to the English writing materials.	1		1		60%	
	Provides timely information related to the English writing materials.	1		1		60%	
	Provides relevant information related to the English writing materials.	1		1		60%	
	Provides easy to understand information related to the instructions and the English writing materials.	1		1		60%	Need more clear explanation.
	Provides information	1	1			70%	

	related to the instruction and the English writing materials at the right level of detail.						
	Presents the information related to the instructions and the English writing materials.in appropriate format.	1	1			70%	
Design	The color combination used on the web blog is interesting.	1		1		60%	
	The color use on the web blog does not disturb the English writing materials presentations.	1		1		60%	
	The visual design of the web blog is generally interesting.	1		1		60%	
	The election of font and clarity of the text on the web blog is convenient.	1		1		60%	
	The English writing materials design on the web blog seems to be interesting.	1		1		60%	
	The web blog designs fulfill the needs of pedagogical especially in	1		1		60%	

	English materials.	writing							
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Gowa,

2018



UNIVERSITAS ISLAM NEGERI
ALAUDDIN
 MAKASSAR

APPENDIX II

TEACHING MATERIALS

Materials of Paraphrase

A. Definition

Paraphrase express what somebody has said or written using different words¹. Paraphrase seen as a pedagogical tool to explain the complex in simple terms and as mutilated, degraded imitation are only variation on a theme². Paraphrasing is the putting of the sense of a passage into different but equivalent language³. Paraphrase is sentences or phrase that conveys the same meaning using different wording⁴. In the other word, paraphrase is lifting one person's idea in your own language style. This paraphrase is done by writer to avoid what is called plagiarism. Many cases occur in various writings that all of these writings are taken from the work of others, but claimed to be his work. Even if you have changed the language in your own style, but do not mention the owner of the idea, you also include an idea thief or plagiarism. For a sentence or word may change but the idea will still belong to the previous author.

B. Rule of Paraphrase

The following rules should be attended to in paraphrasing³:

1. The **language** ought to be of the simplest kind.
2. An attempt should be made to **expand the thought** contained in the passage and to make the meaning clear and intelligible. But care must be taken not to bring in new ideas.
3. The **sentences must be re-arranged** as much as possible, long sentences being broken up into short sentences, and short sentences expanded or united. Care, however, must be taken not to lose the continuity of thought contained in

them, and in every case the same order of ideas is to be retained in the paraphrase as in the original.

4. The paraphrase ought generally to be about the same **length** as the passage paraphrased. Sometimes, however, it may be longer than the original, if the meaning cannot otherwise be, made clear; and, on the other hand, the paraphrased may be shorter, if the original contains redundant expressions or such as may be rendered more tersely.
5. If the words are not in their simplest and most natural **order**, the language should be transposed and any ellipsis that may be necessary to complete the meaning.

E.g., White as a white sail on a dusky sea,
When half the horizon's clouded, half free,
Fluttering between the dumb wave and the sky,
Is hope's last gleam in man's extremity.

Transposed: In man's extremity hope's last gleam is [as] white as a white sail on a dusky sea, fluttering between the dumb wave and the sky, when half the horizon is clouded [and] half [the horizon is] free.

6. **Words of equivalent meaning** ought to be substituted for as many words in the passage as possible, provided;
 - a. That a difficult word is never used for a simpler one; and
 - b. That the sense is not impaired by such substitution.

E.g., occasionally large portions of rock are detached and roll down in heaps, effacing every path which has been formed beneath, filling the beds of the rivers, and converting them into cataracts.

Words changed: sometimes great pieces of rock are broken off and roll down in heaps, destroying every road which has been made below, filling the beds of the streams, and changing them into waterfalls.

7. Verbs in the **active voice** may be put in the **passive voice** and verbs in the passive voice may be put in the active voice: as,
- a. Nature adorns the peacock's tail with stars = the peacock's tail is adorned by nature with stars.
 - b. Time must cure the wound that's given by fate = time must cover the wound that fate gives.
8. **Nouns** may be turned into **verbs**, and verbs may be changed into abstract nouns: as,
- a. Our march was continued all the night = we continued to march all the night.
 - b. They began to fight at early dawn = the fight began at early dawn.
9. A **noun phrase** or **noun sentence** may be used instead of a noun, and *vice versa*: as,
- a. Anger is unjust = to be angry is unjust
 - c. The prince seldom hears truth = the prince seldom hears what is true.
 - b. He ne'er deserves to thrive = he never deserves success.
 - a. Soldiers, I grant at full what you request = soldiers, I grant your request at full.
10. An **adjective phrase** or **adjective sentence** may be used instead of an adjective, and *vice versa*: as,
- a. Oh, what a golden shower will rain on me tomorrow! = Oh, what a shower of gold will rain on me tomorrow!
 - b. An honest man is still an unmoved rock = a man who is honest is still an unmoved rock.
 - c. She has got her necklace of pearl = she has got her pearl necklace.
 - d. It brings the hour when we must part = it brings the parting hour.
11. An **adverbial phrase** or **adverbial sentence** may be used instead of an adverb, or an adverb for an adverbial phrase or sentence, and *vice versa*: as,

- a. I willingly would stay to do thee good = I would stay pleasure to do thee good.
 - b. Not thus the land appear'd in age past = the land did not appear in past ages as it appears now.
 - c. Rest here with patience = rest here patiently.
 - d. I shall love you for it as long as know you = I shall always love you for it.
12. **Interrogative sentences** which are intended to deny something are virtually negative and may be changed into the negative form: as, Ah who the melodies of morn can tell? = no one can recount all the sweet sounds which are to be heard the morning.
13. **Figures of speech** ought to be changed into plain language or one figure used instead of another, if the meaning can by that means be more clearly brought out. The following are examples:
- a. Apostrophe:**

Poor wretch! At last
 She rose from off her seat, and then, O sir!
 I cannot tell how she pronounced my name =
 Poor miserable woman! At last she rose up from her seat and uttered my name in such tones as I cannot describe.
 - b. Hyperbole:** Camilla outstripped the winds = Camilla ran with great swiftness.
 - c. Irony:** He is an honorable man = he is a man devoid of honor.
 - d. Metaphor:** Princes and lords may flourish, or may fade = princes and lords may be very powerful, or they may lose their power.
 N.B. The metaphor may be changed to a simile: as, Princes and lords may flourish like a flower, or may fade like a flower.
 - e. Metonymy:** (a) Cause for effect; every rood of ground maintained its man = the food produced by every rood of ground maintained a man, (b) Effect for cause; Reverence was paid to a grey head = reverence was paid to an old

man, (c) The sign for the thing signified; The victorious general assumed the purple = the victorious general assumed the imperial power, (d) The container for the thing contained; The kettle boils = the water in the kettle boils.

f. Prosopopoeia or Personification: The landscape laughs around = the whole landscape is beautiful.

g. Simile: It (the whisper of the Apennine) bursts on the roof like the thunder's roar = the wind blows with great noise and force upon the roof.

N.B. The simile may be changed to a metaphor: It thunders on the roof.

h. Synecdoche: Swiftly walk over the western wave, Spirit of Night! = walk swiftly over the western sea, Spirit of Night.

14. **A general word** may be put for particulars, and *vice versa*: as,

a. Bird, beast, man, and worm,

Have crept out of the storm =

All living creature have crept out of the storm.

b. The elements obey me not = earth, air, fire, and water obey me not.

15. **Exclamatory sentences** may be reduced to the assertive form: as, How happy are the moles that have no eyes! = the moles that have no eyes are very happy.

C. Paraphrasing Techniques

You should curious about how is the correct way to paraphrase? Here some paraphrasing techniques that you may try in conducting as follows:

1. Change word form or part of speech.
2. Use synonyms of "relationship words" such as **contrast**, **cause**, or **effect**, and substitute a word or phrase that conveys a similar meaning.
3. Use synonyms of phrases and words.
4. Change the word order.
5. Change passive voice to active and move phrase and modifiers.

6. Use reveals or negatives that do not change the meaning.
7. Do not change concept words, special terms, or proper names⁵.

D. Effective Paraphrase

In paraphrasing it is highly recommended to be able to understand the effective steps to avoid plagiarism. Those steps are:

1. You should have a good attention in reading and understanding the mainly theme of the passage.
2. Write down the important points that you think can the main information that you need.
3. Try to use your own language style either phrase or expression but still related with the theme of the original passage.
4. If you want to use the author's original language style, then put the author's name in your writing.
5. Write down who were the owner of the idea and put the date of the idea that had been taken.

Source:

¹Oxford. 2011. *Oxford Learner's Pocket Dictionary*. Oxford University Press: New York.

²Hooley, Daniel M. 1988. *The Classics in Paraphrase: Ezra Pound and Modern Translators of Latin Poetry*. Associated University Press: London.

³Davidson, William B.A. and Joseph Crosby Alcock. 1877. *Complete Manual of Analysis and Paraphrasing*. T. J. Allman: London.

⁴Bhagat, Rahul and Eduard Hovy. 2013. *What Is a Paraphrase?*. Computational Linguistics, Vol. 39: Issue 3, Pages. 463-472. https://www.mitpressjournals.org/doi/abs/10.1162/COLI_a_00166. Date accessed 30 July 2018, 05.59 PM (WITA).

⁵<https://www.xavier.edu/library/xu-tutor/what-is-the-correct-way-to-paraphrase.cfm>.

Examples of Paraphrase

A. *Paraphrasing Blocks of Text*

Paraphrasing can be done with individual sentences or entire paragraphs. There are several examples of paraphrasing listed below for both and short blocks of text.

1. Paraphrasing sentences

Here are some sentences that have been paraphrased:

- a. Original: Here life spanned years of incredible change for women.

Paraphrase: Mary lived through an era of liberating reform for women.

- b. Original: Giraffes like Acacia leaves and hay and they can consume 75 pounds of food a day.

Paraphrase: A giraffe can eat up to 75 pounds of Acacia leaves and hay every day.

- c. Original: Any trip to Italy should include a visit to Tuscany to sample their exquisite wines.

Paraphrase: Be sure to include a Tuscan wine-tasting experience when visiting Italy.

B. *Paraphrasing Paragraphs*

Here is an example of paraphrasing of a longer passage that was taken from the Duke website.

Original Passage:

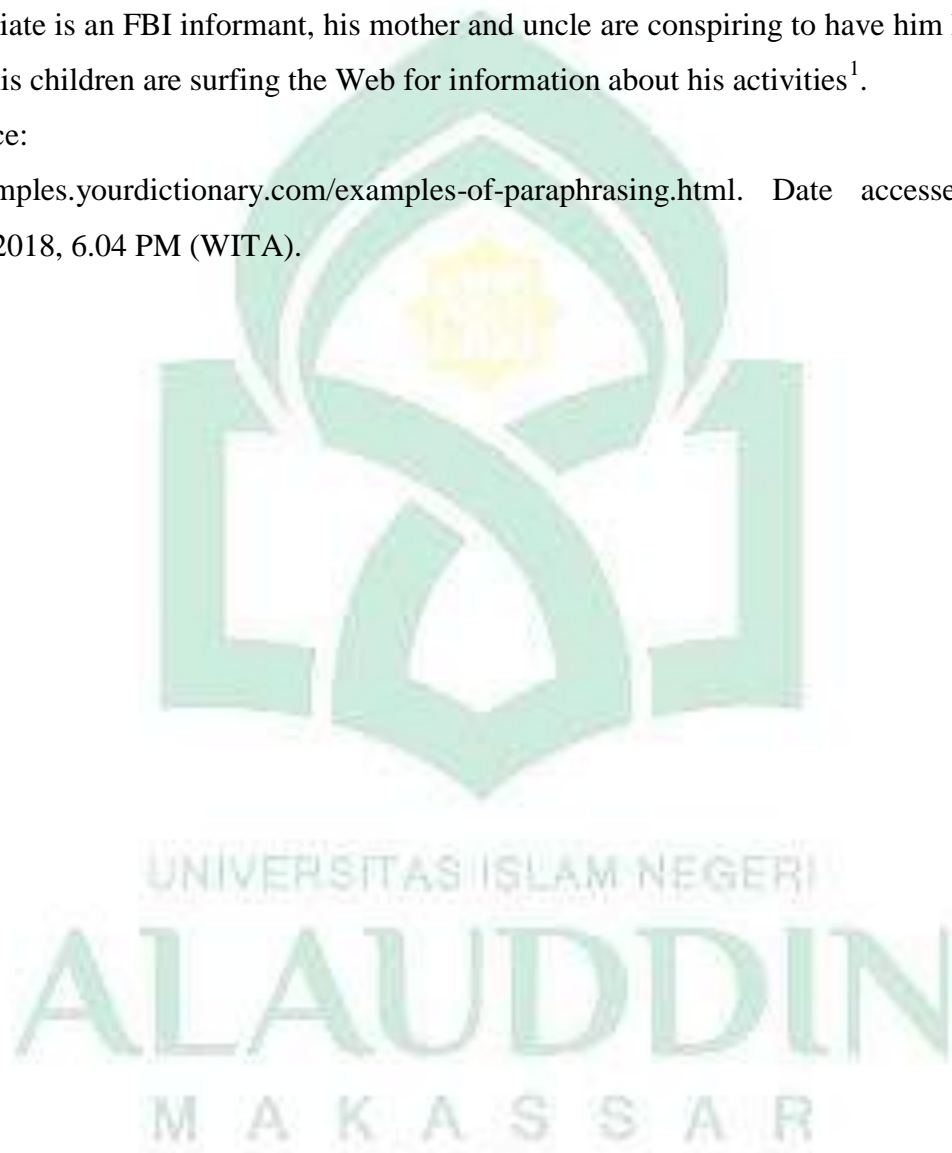
In the Sopranos, the mob is besieged as much by inner infidelity as it is by the federal government. Early in the series, the greatest threat to Tony's Family is his own biological family. One of his closest associates turns witness for the FBI, his mother colludes with his uncle to contract a hit on Tony, and his kids click through Web sites that track the federal crackdown in Tony's gangland.

Paraphrase Passage:

In the first season of *The Sopranos*, Tony Soprano's mobster activities are more threatened by members of his biological family than by agents of the federal government. This familial betrayal is multi-pronged. Tony's close friend and associate is an FBI informant, his mother and uncle are conspiring to have him killed, and his children are surfing the Web for information about his activities¹.

Source:

¹Examples.yourdictionary.com/examples-of-paraphrasing.html. Date accessed 30 July 2018, 6.04 PM (WITA).



APPENDIX III

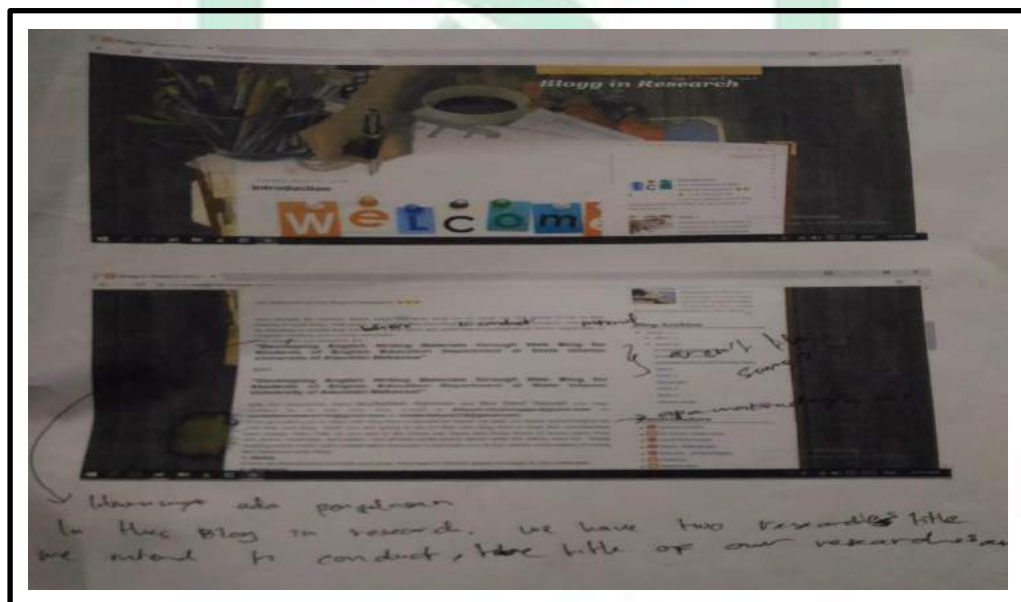
PROOFREADER

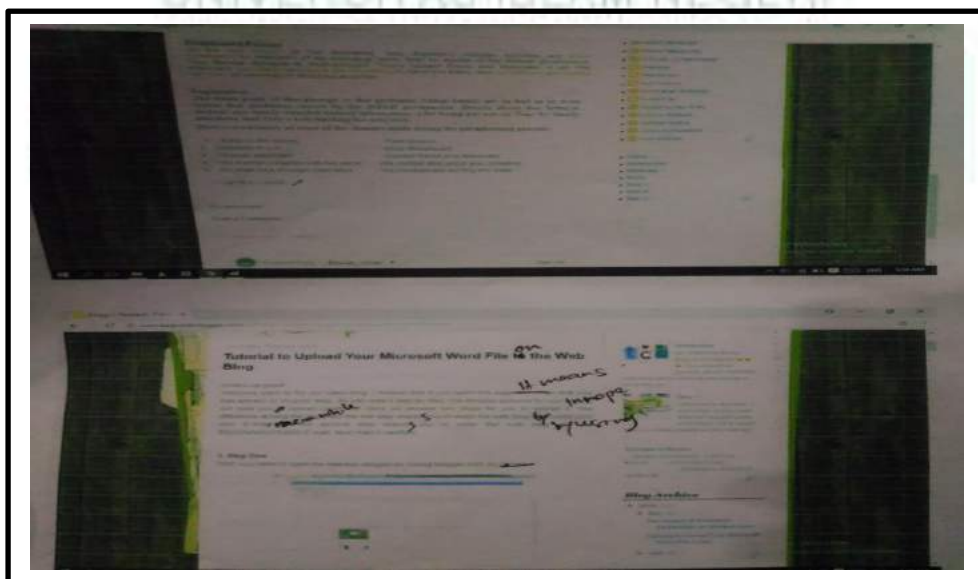
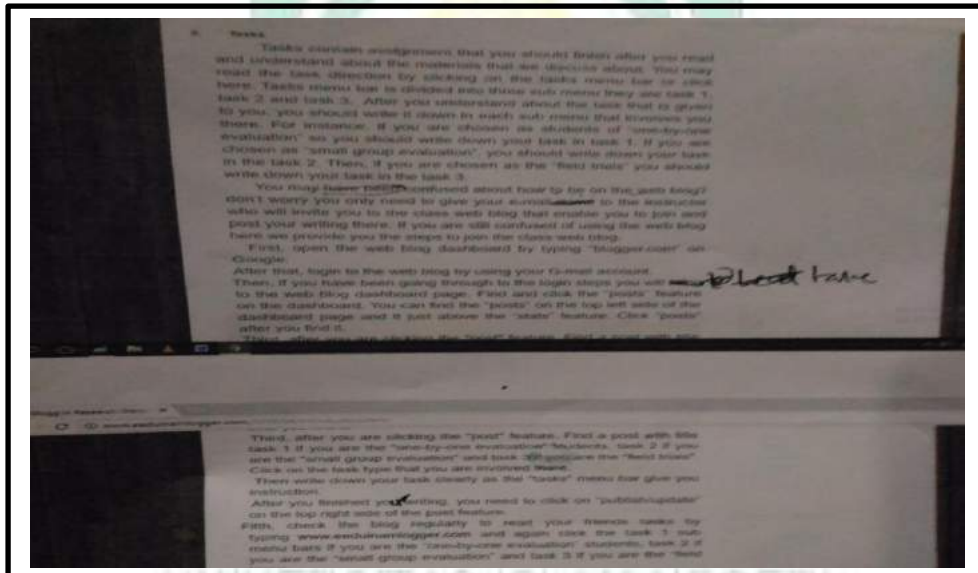
A. *Proofreaders' Name and Occupations*

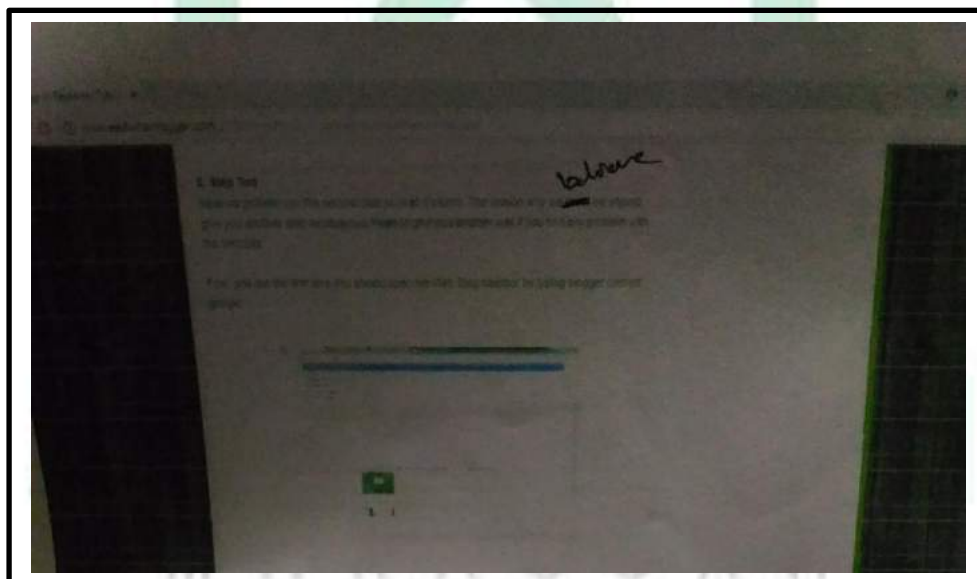
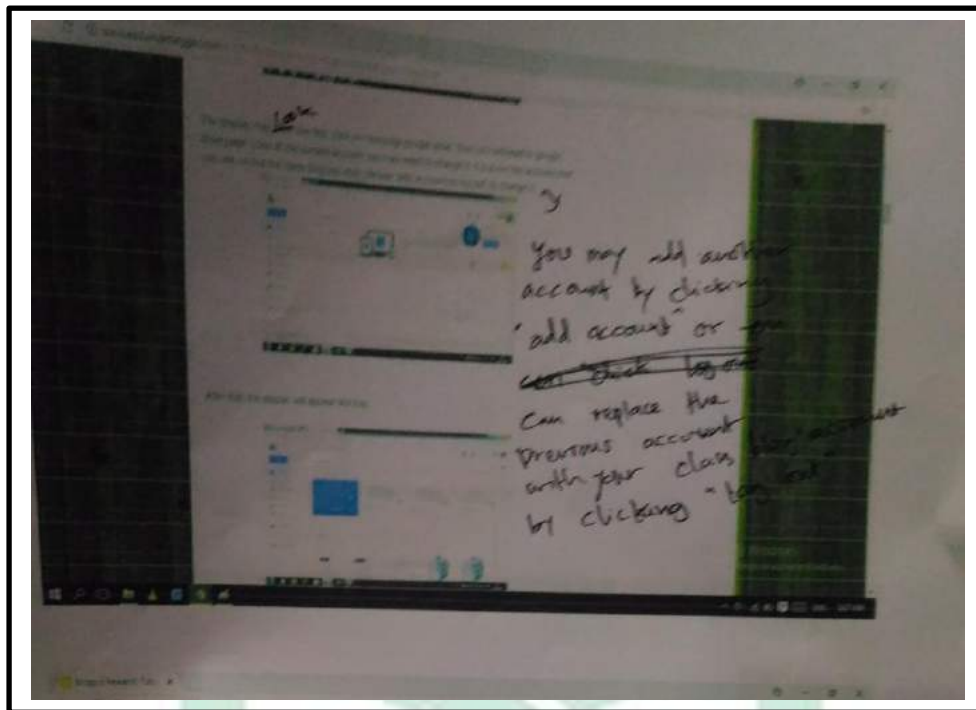
No.	Name	Occupation
1.	Arsy Haruna (Proofreader 1)	Students of English Education Department
2.	Radhiyatul Jamilah (Proofreader 2)	Students of English Education Department

B. *Proofreaders' Outcomes*

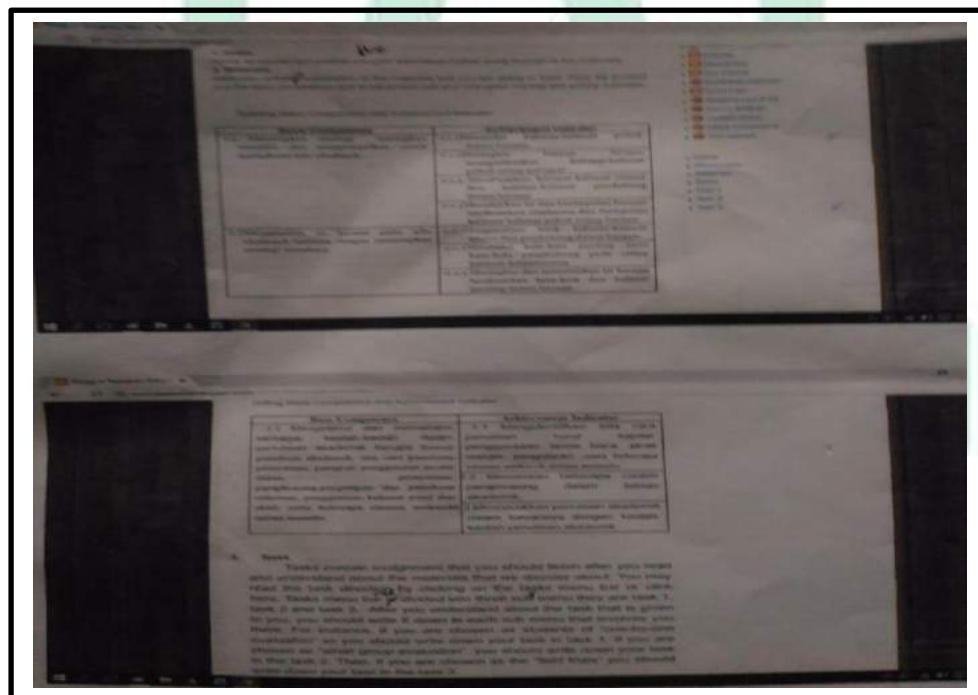
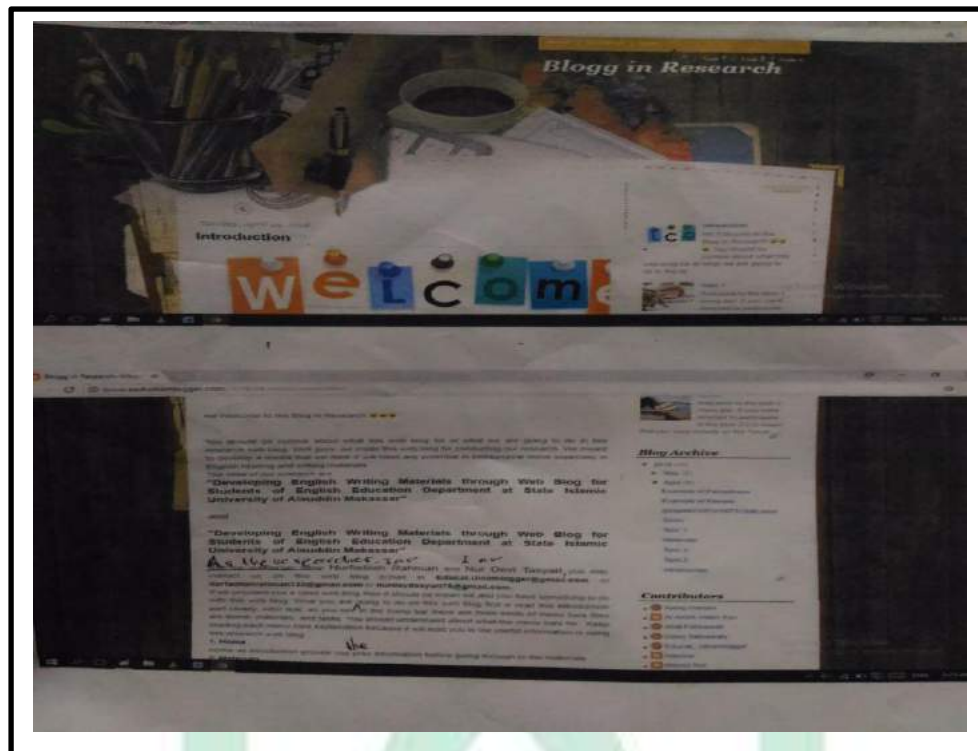
1. Arsy Haruna (Proofreader 1) Outcomes

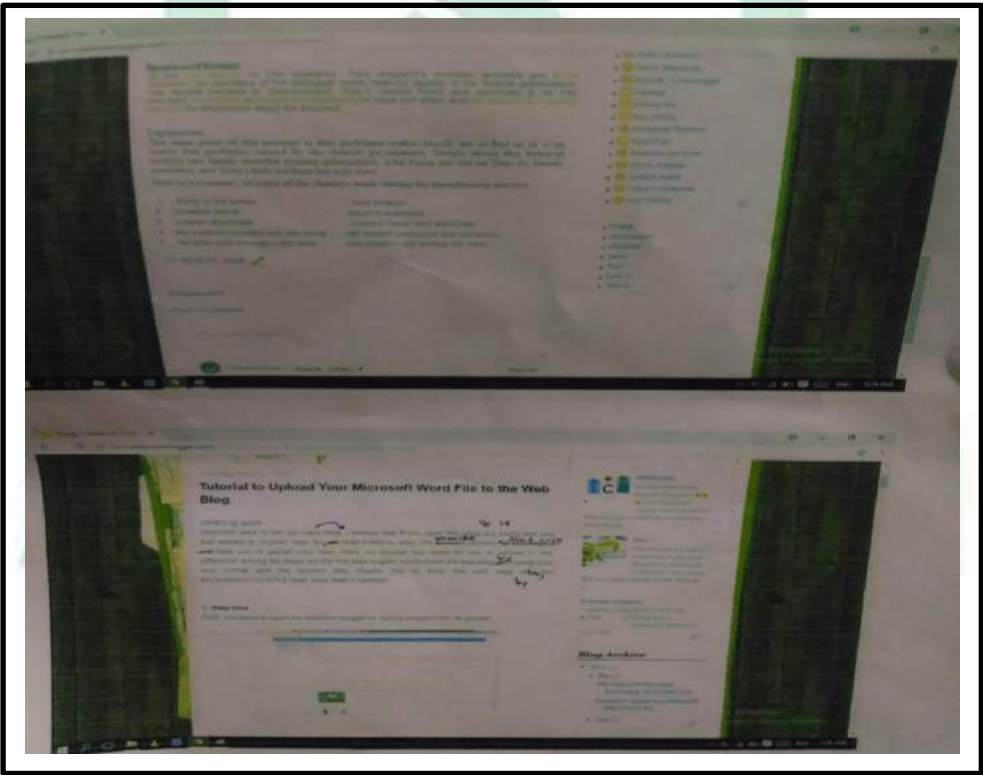






2. Radhiyatul Jamilah (Proofreader 2) Outcomes





APPENDIX IV

THE 10 WEB BLOG SITES

This part presents the 10 web blog sites that had been analyzed as reference for the web blog development by finding out how the layout structure of the web blogs, how did the web blogs background look, the systematic arrangement of materials and others.

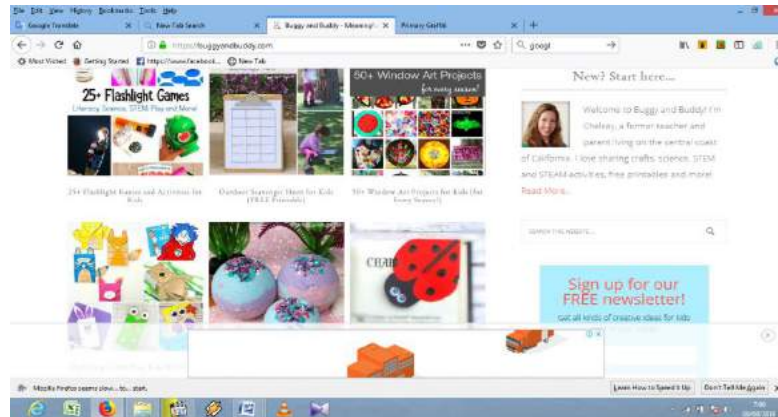
A. <http://out.easycounter.com/external/primarygraffiti.blogspot.com>



B. <https://theinteractiveenglishclassroom.blogspot.com/>



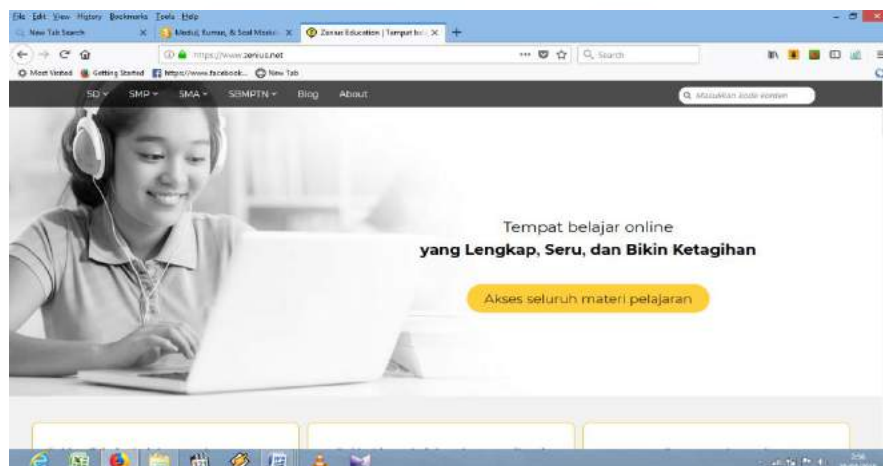
C. <https://buggyandbuddy.com/>



D. <https://agendaweb.org/>



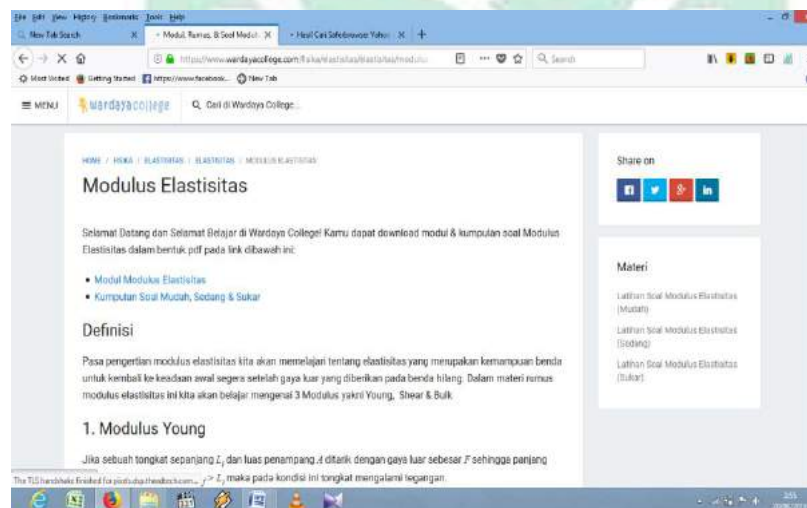
E. <http://www.zenius.net>



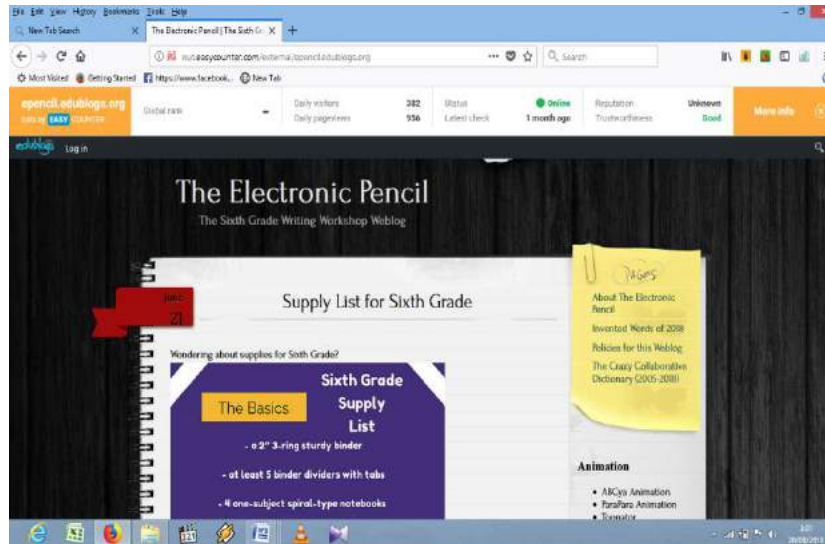
F. <http://www.resourceaholic.com/>



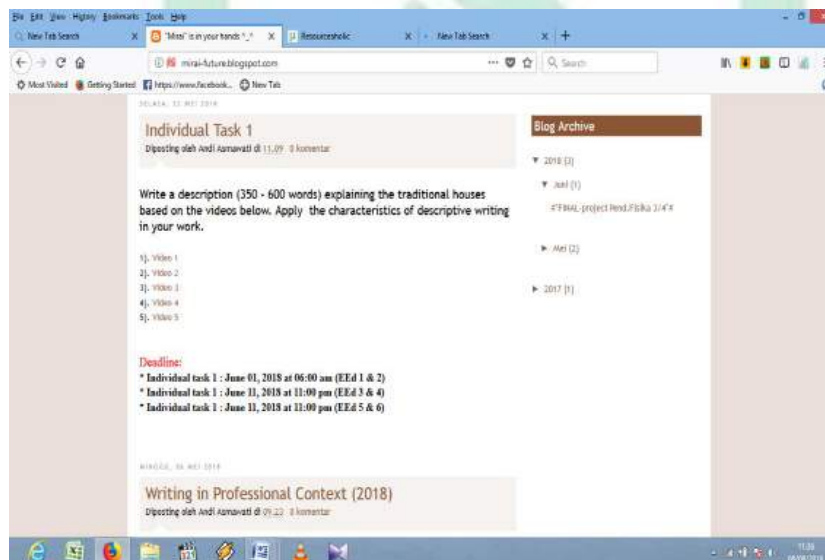
G. <http://www.wardayacollege.com>



H. <http://epencil.edublogs.org>



I. <http://mirai-future.blogspot.com>



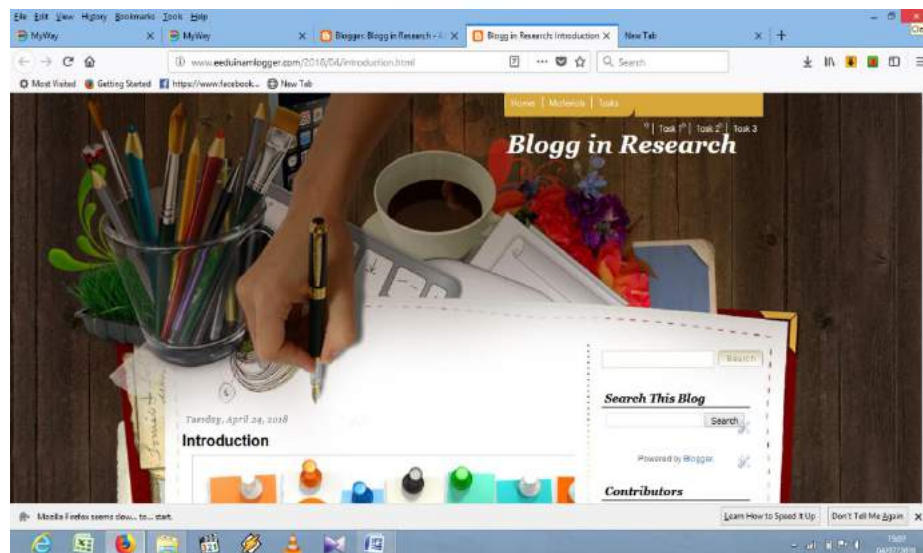
J. <http://kuliahactionresearch.blogspot.com/>



APPENDIX V

WEB BLOG DISPLAY

A. Home Page



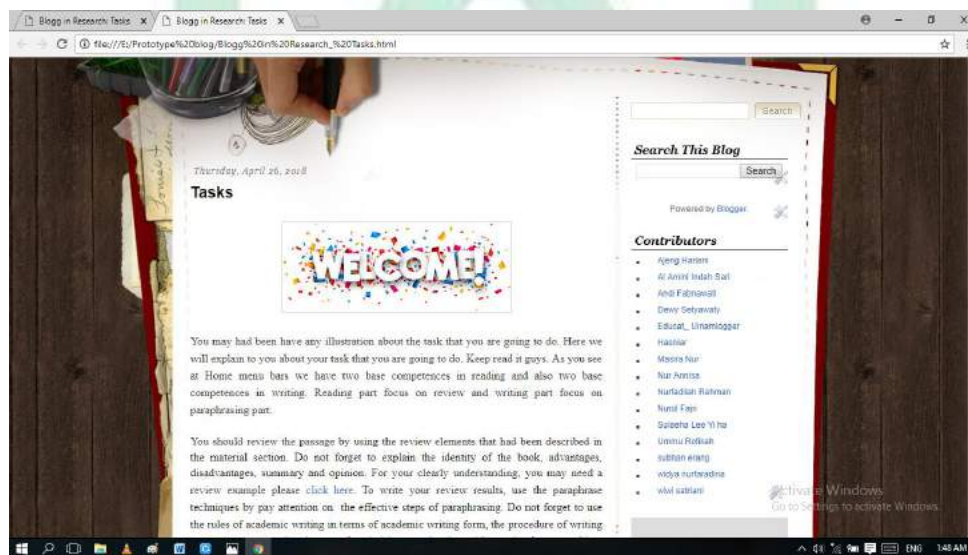
B. Introduction Page



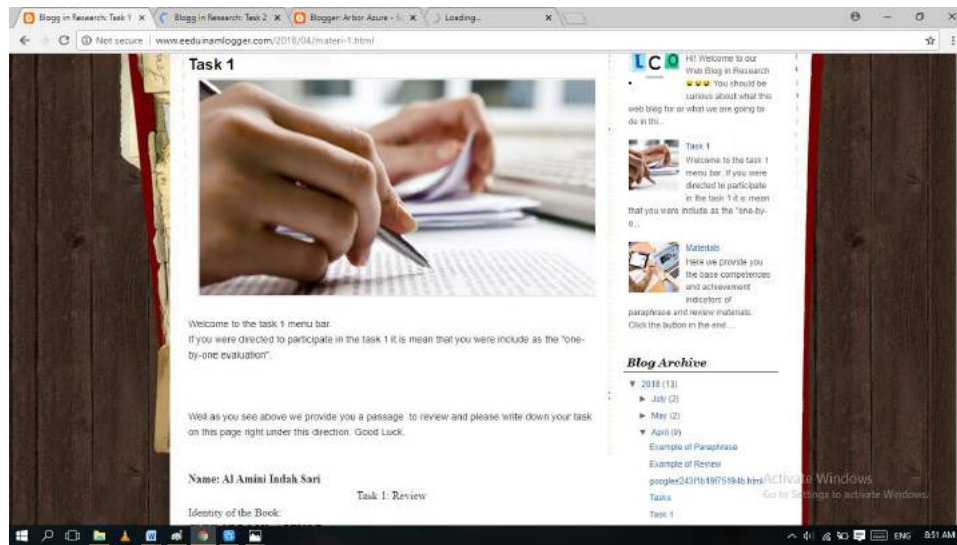
C. Materials Page



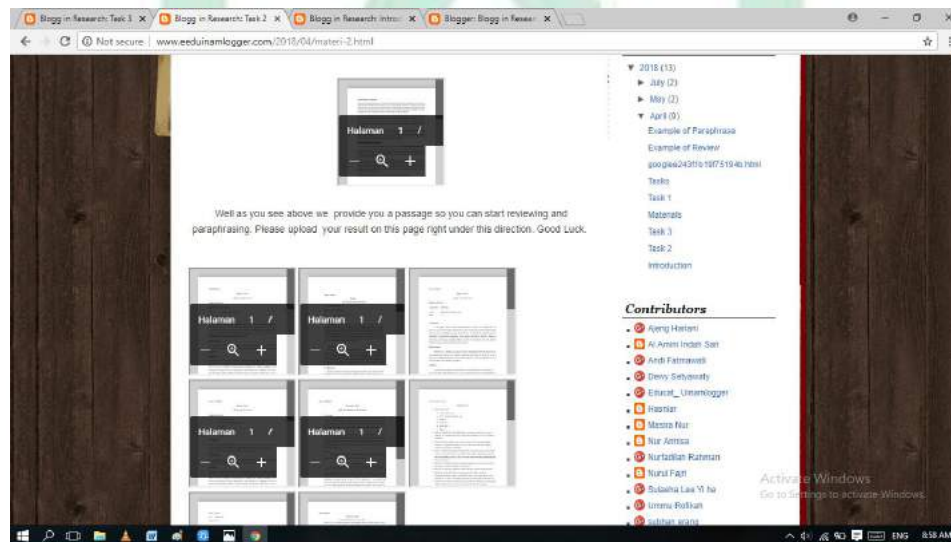
D. Tasks Page



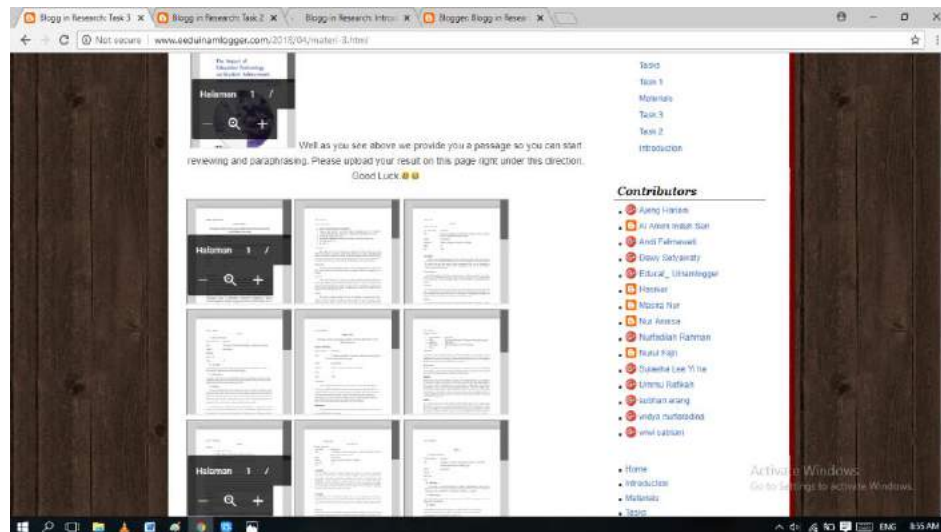
E. Task 1 Page



F. Task 2 Page



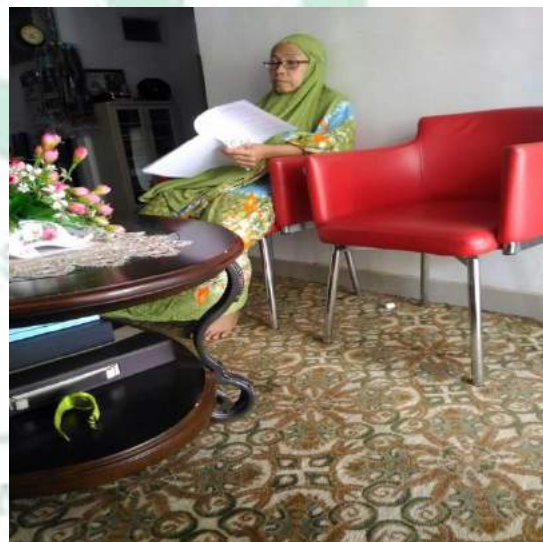
G. Task 3 Page



APPENDIX VI

DOCUMENTATION





CURRICULUM VITAE



Nur Devitasyari is the first child of Bahtiar and Sarina. She was born on August 24th 1997 in Pinrang, South Sulawesi Province. She has one brother named Baiz. She has an awful childhood. She began her study in kindergarten in 2000 and graduated in 2002. She then continued her study in primary school at SDN 64 Lisse

when she was 5 years old and graduated in 2008. Then, she continued her secondary school at SMP Negeri 1 Mattiro Sompe and graduated in 2011. After that, she continued her senior high school at SMAN 1 Mattiro Sompe and choose exact or science program. She graduated in 2014. After finishing her study in senior high school she then directly continue her study in college. In 2014, She continued her study as a student in college at Islamic State University of Alauddin Makassar (UINAM).

In Islamic State University of Alauddin Makassar the researcher choose English Education Department, Tarbiyah and Teaching Science Faculty as her major. In this Green Campus the researcher tried to develop and increase her knowledge. The researcher found amazing friends and kind-hearted people whom she could not mention one by one. The researcher hopes she can continue her study for the next level and share the knowledge that she gained. Aamiin Allahumma Aamiin.